

THE INDIAN YEAR BOOK OF EDUCATION 1961

FIRST YEAR BOOK

A REVIEW OF EDUCATION IN INDIA (1947-61)

(REVISED EDITION)

PART I

NATIONAL REVIEW AND CENTRAL PROGRAMMES



NATIONAL COUNCIL
OF EDUCATIONAL RESEARCH & TRAINING
NEW DELHI

1965

Price Rs. 17.00 or 40 Sh. or 6 \$

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PREPARED BY THE NATIONAL INSTITUTE OF EDUCATION
OF
THE NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING
NEW DELHI

1965

Distributed by

PUBLICATION UNIT, NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
114, Sunder Nagar, New Delhi-11 (INDIA)

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AND TRAINING 1965

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First Published, August 1961—1,000 Copies

Revised Edition, March 1965—5,000 Copies

Acc No- 16940

Price : Rs. 17.00 or 40 Sh. or 6 \$

PRINTED BY SHRI S. N. GUHA RAY AT SREE SARASWATY PRESS
LIMITED, 32, ACHARYA PRAFULLA CHANDRA ROAD, CALCUTTA-9

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PREFACE TO REVISED EDITION

The First Indian Year Book of Education was published by the National Council of Educational Research and Training in August 1961. It was devoted to a review of education in India from 1947 to 1961 and covered the educational development at the Centre and in the states during the post-independence period. The first edition soon ran out of print, but the demand for the publication was so great that it was found necessary to bring out a second edition. In doing so it was considered desirable to revise the data in the first edition and bring the facts and figures up to date. The present publication is a result of that revision.

While making this revision, we have brought the figures up to the end of the financial year 1960-61, which synchronizes with the close of the Second Five-Year Plan. In view of the bulk of the publication, it was also considered appropriate to divide the revised edition into two parts: Part I, *National Review and Central Programmes*, sets forth a review of education in the whole country and in the Union territories, and Part II, *State Programmes*, deals with the development of education in the states.

We are deeply indebted to the State Departments of Education in the various states who so promptly supplied us with the revised information and data that made it possible for us to bring out the revised edition. The book is offered in the hope that workers in the educational field and all those who are interested in Indian education will find it useful.

RAJA ROY SINGH

Joint Director

National Council of Educational
Research and Training

NEW DELHI,
October 2, 1964

FOREWORD TO FIRST EDITION

On behalf of the National Council of Educational Research and Training, I have great pleasure in presenting to the public the First Year Book of Education which is devoted to a review of education in India in the post-independence period.

Last year, the Ministry of Education launched the scheme of publishing year books of education. Under this scheme, which has since been taken over by the National Council of Educational Research and Training, it has been decided to bring out an annual volume devoted to some important aspect of Indian education. For the First Year Book which was due for publication in 1961, the subject selected was *A Review of Education in India (1947-61)*. The choice was guided by two main considerations. The year 1961 which marks the close of the Second Five-Year Plan and the beginning of the Third, is well suited for holding a review of past developments in India and also for projecting a look into the future. Moreover, no comprehensive review of educational developments in India has yet been undertaken although fourteen years have passed since the attainment of independence on August 15, 1947. It was, therefore, felt that a year book of education devoted to a comprehensive review of educational developments since 1947 would supply a real need and might also be of great help in the implementation of the plans of educational reconstruction and expansion for the immediate future.

The compilation of this year book has been a cooperative endeavour of the Government of India and the state governments. The educational activities of the Government of India are, in the main, discharged by the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs¹; and these two Ministries have contributed Chapters 1 and 2 of the year book. Each of the fifteen state governments supplied the basic material on which Chapters 3-17² of the year book have been planned, and

¹ These two Ministries have been merged into one Ministry of Education since November, 1960.

² Chapters 5 to 19 in Part II of the Revised Edition.

Chapter 18³ is based on the material supplied by six Union territories and three centrally administered areas. I take this opportunity to convey the thanks of the National Council of Educational Research and Training to the Ministries of Education and Scientific Research and Cultural Affairs, to all the state governments and administrations of Union territories and other centrally administered areas, for their prompt and enthusiastic cooperation which has made it possible to bring out the year book in so short a time.

As its title indicates, this year book reviews the main educational developments in the country during the last fourteen years and the story it unfolds is one of substantial advance. The total number of recognized educational institutions in the country has risen from 2,18,171 in 1946-47 to 4,13,656 in 1958-59 and is estimated to have reached 4,60,000 by 1960-61. The total enrolment in recognized educational institutions has risen from 1,82,46,784 (boys 1,39,48,999 and girls 42,97,785) in 1946-47 to 4,14,26,749 (boys 2,96,11,798 and girls 1,18,14,951) in 1958-59 and is estimated to have risen to 435 lakhs (boys 305 lakhs and girls 130 lakhs) in 1960-61. The total expenditure on education rose from Rs. 57.66 crores in 1946-47 to Rs. 260 crores in 1958-59 and to about Rs. 320 crores in 1960-61. The expansion anticipated in the next five years is even more rapid and is likely to match the expansion in the First and Second Five-Year Plans put together. This stupendous increase has no precedent in the educational history of this country ; nor has it many parallels outside.

This large expansion of educational facilities is shared by all stages of education. At the primary stage, the total enrolment in classes I to V has risen from 141 lakhs (or 35 per cent of the total population of the age group 6-11) in 1946-47 to 343 lakhs (or 61.1 per cent) in 1960-61. It is expected to rise further to 496 lakhs (or 76.4 per cent of the same age group) by 1965-66. There has been a similar expansion in middle school education. The total enrolment at the middle stage or in classes VI to VIII has increased from 20.4 lakhs (or 9 per cent of the population in the age group 11-14) in 1946-47 to 62.9 lakhs (or 22.8 per cent) in 1960-61. It is expected to rise further to 97.5 lakhs (or 28.6 per cent) by 1965-66.

³ Chapter 3 in Part I of the Revised Edition.

The expansion in numbers at the elementary stage has also been accompanied by a considerable improvement in the quality of education. During the last fourteen years, the minimum qualifications for the primary teachers have been raised, facilities for their training have been increased, and their pay scales have been improved. The curricula and methods of teaching have undergone changes; basic education has been adopted in a fairly large number of schools; and the school has been brought closer to the local community. A beginning has been made in introducing welfare programmes like midday meals.

In the field of secondary education, the pace of expansion has been very rapid. The total number of secondary schools increased from 5,297 in 1946-47 to 16,600 in 1960-61. It is estimated to rise further to 21,800 by 1965-66. There has been a substantial rise in the number of high schools for girls and those located in rural areas. The number of students has risen from 8,70,000 in 1946-47 (or 3.8 per cent of the children in the age group 14-17) to 29.1 lakhs (or 11.5 per cent) in 1960-61. It is expected to rise further to 45.6 lakhs (or 15.6 per cent) by 1965-66. Here also, a comprehensive programme of qualitative improvement has been in progress. It includes: the conversion of high schools into higher secondary schools; the consolidation and improvement of about 2,100 multi-purpose schools that have already been established and the setting up of four regional colleges for the training of teachers for them; the provision of increased facilities for the training of secondary teachers and improvement of training colleges through the establishment of extension services departments; large-scale in-service training of teachers; intensive drive for examination reform; provision of educational and vocational guidance; and improvement in the textbooks and teaching methods of scientific subjects.

The expansion has probably been most rapid in higher education. The number of universities has increased from 19 in 1946-47 to 46 in 1960-61 and is expected to rise to 61 by 1965-66. In 1946-47, there were 297 arts and science colleges, 199 intermediate colleges and 140 professional and technical colleges. In 1960-61, there were 462 university departments, 228 constituent colleges, 1,316 affiliated colleges and 83 recognized research institutions. There are 15 Boards of Secondary and Intermediate Education to which 988 inter-

mediate colleges are affiliated. In addition, there are 581 institutions of higher education which are not affiliated to any university. The increase in the number of students is equally impressive. Enrolment in arts and science colleges has increased from 212,000 in 1946-47 to 840,000 in 1960-61 and is expected to rise to 1,220,000 by 1965-66.

Enrolment in colleges of professional and special education has increased from 44,000 in 1946-47 to 275,000 in 1960-61 and is expected to rise further to 460,000 by 1965-66. Equally great expansion has taken place in agricultural, veterinary and medical education. But by far the largest and most significant developments have occurred in engineering and technical education. In 1947, there were only 38 institutions for degree courses in engineering and technology (with admission capacity of 2,940 students) and only 53 institutions for diploma courses (with admission capacity of 2,670 students). By 1960-61, the number of institutions offering degree courses had increased to 100, and their admission capacity to 13,860. The number of institutions offering diploma courses during the same period had increased to 196 and their admission capacity to 25,570. By the end of the Third Plan, the number of institutions offering degree courses will rise to 117 (with an admission capacity of 19,140) and that of institutions offering diploma courses to 263 (with an admission capacity of 37,390).

Measures to improve the quality of higher education have also been taken. The University Grants Commission was set up in 1953 and given a statutory basis in 1956. The salaries of university teachers have been considerably improved, and thanks to the large programme of exchange scholarships, they now have far better opportunities to improve their qualifications than at any time in the past. With substantial assistance from the University Grants Commission, the state governments and the public, a large number of tuitional buildings, hostels, libraries, laboratories and staff quarters have been constructed. Facilities for post-graduate teaching and research have increased several-fold and more attention is now being paid to student welfare and guidance.

The promotion of scientific and technological research has been given a very high priority and a large number of research institutions, including 20 national laboratories and three regional research centres,

have been established. The research departments of universities have been considerably strengthened and a strong scientific and technical organization has been built up. During the Second Plan alone, an expenditure of Rs. 72 crores was incurred on scientific and technological research. In the Third Plan, a provision of Rs. 130 crores has been made for further developments in addition to the provision of Rs. 75 crores for the continuance of facilities already established.

There has been a great advance in the education of girls. The total enrolment of girls in all educational institutions has increased from 43 lakhs in 1946-47 to 130 lakhs in 1960-61 and is expected to rise further to 250 lakhs by 1965-66. The gap between the education of boys and girls is being bridged and special facilities are being provided for expanding the education of girls at every stage, particularly by increasing the number of women teachers in primary schools.

There are three other sectors in which considerable progress has to be reported. The first is the provision of scholarships and free-studentships. The state governments have increased facilities of free education and the scholarships vary considerably at all stages. The Government of India also has instituted a large number of post-matriculation scholarships which include about 60,000 scholarships a year for scheduled castes, scheduled tribes and other backward classes, national and merit scholarships which number 2,200 at present, 100 scholarships a year for research in humanities, and another 100 scholarships a year for advanced studies in the fine arts. There are also scholarships for studies in residential schools. Besides, a large programme of scholarships for studies abroad has developed as a result of wider international contacts. The Government of India has also instituted scholarships for students from other countries, particularly from Asia and Africa, to study in India. In 1946-47, the total expenditure on scholarships was only Rs. 22 lakhs. This had increased to about Rs. 14.5 crores in 1960-61. About 4.5 per cent of the total educational expenditure is now spent on the provision of scholarships.

The second sector is that of the development of Hindi. Valuable work has been done in the development of a scientific and technical terminology in Hindi and about 2,95,000 terms—out of

a total estimated requirement of about 3,50,000—have been coined; a large programme of publication of Hindi books has been undertaken; and the non-Hindi states are adopting vigorous measures to propagate Hindi.

The third sector is that of the education of the scheduled castes, scheduled tribes and other backward classes. Here, a general programme for their social and economic betterment has been launched and liberal concessions and assistance have been provided for their education at all stages.

Among the various other activities that have grown up, mention may be made of the new programme of social education, the establishment of the Lakshmibai College of Physical Education which provides a three-year degree course and will soon provide facilities for post-graduate study and research, the establishment of the National Institute of Sports at Patiala to train first-rate coaches needed by the country to develop games and sports, the large expansion of the National and Auxiliary Cadet Corps, the expansion of facilities for the education of the handicapped, assistance to voluntary educational organizations, improvement of textbooks and production of suitable literature for children and the new reading public, promotion of educational research, and the establishment of the National Council of Educational Research and Training.

These great achievements have been possible because of the new awakening following the attainment of independence, the larger allocations made to education as compared to those in the preceding period, and the cooperative understanding that has developed between the Centre and the states in facing common tasks of national reconstruction. The tasks of educational reconstruction, none too easy at any time, are becoming more and more complex as the popular demand for education grows and as the rapidly developing economy brings to light new gaps and deficiencies in the existing system. They lend an added urgency to the task of providing universal and compulsory education, liquidating illiteracy, re-organizing secondary education, raising the quality of education generally and, in particular, in the institutions of higher learning, and of attuning the educational system as a whole to the economic, social and moral goals that the nation has set for itself. At the elementary stage of education the national target was to provide free

and compulsory education for all children up to the age of 14 by 1960. It has not, however, been possible to achieve this target by the due date. A tremendous effort is needed to ensure that the goal is reached within the next decade. In the field of secondary education the facilities available in rural areas and the provision for girls are still far from adequate. The process of reorganizing secondary education so that it may serve adequately the needs of the society has to be considerably accelerated. At every stage of education there is still a substantial amount of wastage and stagnation waiting to be eliminated. As an essential element in the general programme of improvement, the status and professional competence of teachers have to be raised and their conditions of employment made commensurate with the importance of their duties.

The people of India have decided to eliminate poverty, inequality and injustice and to create a socialistic democracy in the country. It is now the main responsibility of the schools to prepare citizens who would have the knowledge, skills and values essential for the creation and stabilization of this social order. One of the fundamental tasks of educational reconstruction is to reorient the system so as to ensure that its products are of a quality and standard needed to implement the national decision to build up by democratic means, a rapidly expanding and technologically progressive economy and a social order based on justice and equality of opportunity.

I am glad that this review is objective enough to invite attention, not only to the great and significant achievements of the last fourteen years in almost every sector of education, but also to the gaps that need to be bridged. The difficulties inherent in the situation cannot be overlooked. Until a self-generating economy gets off the ground, there will be inescapable gaps between the needs and aspirations on the one hand, and the material resources on the other. In consequence, education suffers for want of resources. We spend only about 2.2 per cent of the national income on education at present while most countries spend from 3 to 5 per cent, and some—like USA or USSR,—spend even about 7 to 8 per cent. It is also a pity that a substantial proportion of even this limited expenditure is rendered infructuous through wastage and stagnation. Moreover, educational programmes and those of general

economic development have to be more closely integrated so that one may support the other.

The main purpose of a 'review' is not only to mirror the past, but also to indicate signposts for the future. This review of the last 14 years, therefore, has also to be used for planning the developments during the next 15 years, 1961-76. The perspectives of the ensuing Plans assume that the population of the country will rise to 625 lakhs by 1976. In order to provide the minimum basis of a good life for a population of this size and to establish a self-generating economy, it is proposed to raise the national income from Rs. 14,500 crores in 1960-61 to Rs. 34,000 crores in 1975-76 (at 1960-61 prices). This will increase the national income per head of population from Rs. 330 in 1961 to Rs. 530 in 1976. Although this economic development forms the core of the Plan, it cannot be separated from the development of moral, human and spiritual values which alone give meaning to economic progress. It is, therefore, also proposed to stress economic and social integration and, to that end, to educate every individual to be a disciplined, cultured, productive and efficient citizen and also to ensure him the right to work, to equal opportunity and to a minimum level of living.

This task is as difficult as it is challenging and it can be achieved only if intensive and well-planned efforts are directed to developing the human factor in economic growth. Education, properly interpreted, is the development of this human factor and expenditure on education is the most fundamental and, in the long run, the most productive investment that a country can make. For developing and sustaining a self-generating economy, it would not be an unrealistic target to aim at increasing the investment in education from 2.2 per cent of the national income to 4 per cent by 1976, which would imply that the total educational expenditure in the country would rise from Rs. 32 crores or Rs. 7.3 per head in 1961 to Rs. 136 crores or Rs. 21.7 per head by 1976.

Educational reconstruction needs funds; but it cannot be secured by funds alone. What is of far greater importance is the development of significant educational programmes calculated to produce the type of citizens we need, the development of research and a system of continuous self-evaluation, the recruitment of competent and devoted persons as teachers, the organization of their

training at the highest possible level of efficiency, and the creation of conditions in educational institutions under which teachers and students can live and work together to the best advantage. This is the challenge that faces us all during the next fifteen years, which may well be the most crucial years in the life of this country; and this review would have served its purpose if it can highlight the main elements of the past that might guide us in this great undertaking in the immediate future.

PREM KIRPAL

Director

NEW DELHI

August 15, 1961

National Council of Educational
Research and Training

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CHAPTER I

Ministry of Education

The educational responsibilities of the Government of India are, in the main, discharged by two Ministries—the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. While this chapter deals with the activities of the Ministry of Education, the next chapter describes those of the Ministry of Scientific Research and Cultural Affairs.

HISTORICAL

The Role of the Government of India in Education Prior to 1947 : One of the significant trends in the post-independence period is the active role which the Government of India has assumed in education and the large-scale financial assistance it is giving to the states for educational development. In order to appreciate the significance of this great change, it is necessary to review briefly the role of the Government of India in education during the British period.

In 1833, the Government of India was given a unitary form of organization. Education, like every other subject, became a direct central responsibility and the provinces merely acted as the agents of the central authority. In 1870, a scheme of decentralization was introduced under which education became a 'provincial' subject with two limitations: (1) certain fields like 'legislation for universities' were continued as the exclusive concern of the Government of India, and in most other fields, general powers of supervision were reserved with the Government of India whose sanction was required for all major decisions; and (2) the expenditure on education was to be met from revenues assigned for the purpose (which later on came to be called 'contract grants') and such additional funds as the provinces might be able to raise for themselves. The contract grants were first revised periodically at intervals of about five years, then made quasi-permanent in 1904

and finally made permanent in 1912. The initiative and responsibility for educational development thus passed on to the Provinces, although the Centre still retained important supervisory powers.

Curzon made a significant change in this situation. Anxious to reform Indian education, he convened a conference of the Directors of Public Instruction in 1901 and issued a comprehensive Resolution on Educational Policy in 1904. A Universities Commission was appointed in 1902 and the Indian Universities Act was passed in 1904. A vigorous policy of reform was initiated in every sector of education and supported by large financial grants to the provinces outside the usual contracts. This role of active and dominant leadership in policy-making, combined with liberal financial assistance, held the field till the Government of India Act, 1919, came into force.

Under this Act, education was transferred to the control of Indian Ministers in the provinces who were responsible to their own legislatures. The sphere of responsibility and control of the Government of India was now confined to a few matters such as the central universities. Consequently, the Centre stopped taking much interest in education and central grants for education came to an end. The unhappy results of this change were pointed out by the Hartog Committee in 1928. Consequently, steps began to be taken, after 1931, to revive central interest in education. In 1935, the Central Advisory Board of Education, which had functioned earlier for two years only (1921-23), was revived, and in 1937, the Central Bureau of Education, which had functioned from 1915 to 1923, was re-established. The outbreak of the Second World War, however, halted further progress in this direction. Even so, the Centre prepared the Post-War Plan of Educational Development in India in 1944.

Administrative Machinery at the Centre to Deal with Educational Matters Prior to 1947 : The form and effectiveness of the administrative machinery at the Centre to deal with educational matters has varied from time to time. Education became a subject in the list of official business for the first time in 1823 when a General Committee on Public Instruction was appointed for Bengal and, as the system of education then contemplated was

essentially oriental, this subject was assigned to the Persian Secretary in the Political Department. In 1830, the post of the Persian Secretary was abolished and the subject was transferred to the General Department, although affairs relating to education in the princely states continued to be dealt with in the Political Department. In 1843, the General Department was designated the Home Department.

In 1857, a separate Education Branch was created under the Home Department to deal exclusively with matters relating to education. This step was rendered necessary because of the enormous increase that had taken place in the work relating to education consequent, among other things, upon the creation of the Universities of Bombay, Calcutta and Madras and the establishment of the Departments of Public Instruction in all provinces. In order to secure uniformity in the system of education in all the territories under the administration of the Government of India, it was resolved, in 1861, that all educational matters which till then had been dealt with in the Political Department, should also be transferred to the Home Department. In 1879, the Home Department was amalgamated with that of Revenue and Agriculture, and the new Department took over educational matters affecting the whole of British India together with industry, science and art. This arrangement continued till 1881, when, in compliance with the recommendations of the Famine Commission, the Home Department was again separated from that of Revenue and Agriculture.

As a result of the new policies initiated by Curzon, the central administrative organization to deal with educational matters began to expand after 1897. The post of a Director-General of Public Instruction to advise the Government of India on educational matters was created in 1899. In the following decade, the work at the Centre relating to education increased to such an extent that, in 1910, a separate Department of Education was created under the control of a new Education Member of the Executive Council of the Governor-General and the post of the Director-General of Education was abolished. This Department was to deal mainly with education, examinations, archaeology, census, gazetteers, record office, and all business connected with the

preservation and management of public records, Imperial Library, books and publications, and copyright. In 1915, the post of the Educational Commissioner to the Government of India was created and a Bureau of Education was established for the purpose of collecting and collating information about education in India and abroad, and for arranging the publication of educational reports on different subjects, including an annual report and a quinquennial report on the progress of education in India.

This expansion, however, soon came to an end. On the transfer of education to provincial control under the Government of India Act, 1919, a new Department of Education and Health was created in 1921 by amalgamating the Medical Section of the Home Department with the Department of Education. In 1923, the Department was combined with Land Revenue, Civil, Veterinary, Agriculture, and a host of other subjects (the reorganized Department was called the Department of Education, Health and Lands) and the Bureau of Education was abolished as a measure of economy.

As a result of the recommendations of the Hartog Committee which lamented the 'divorce' of the Government of India from education, the central interest in education began to be revived after 1935. The work of the education wing of the Department of Education, Health and Lands grew considerably in the following years and it was considered expedient, in 1945, to create a separate Department of Education. At the same time, the Educational Adviser to the Government of India (known as the Educational Commissioner prior to 1943) was appointed as Secretary to the new Department.

ORGANISATION AND FUNCTIONS

Constitutional Provisions Relating to Education : Soon after independence, the role of the Government of India in education came up for discussion when the Constitution was being framed. Obviously, there could be no room, in an independent country, for central indifference to education, which had been such a marked feature of the preceding decades. On the other hand, it was realised that, in a vast country like India, with its immense local diversities,

education should largely be a responsibility of the state governments and local authorities.

Entry 11 of List II of the Seventh Schedule to the Constitution accordingly makes education a State subject. However, this Entry is subject to the provisions of Entries 63, 64, 65 and 66 of List I and Entry 25 of List III. These entries are:

List I—Union List

63. The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim University and the Delhi University, and any other institutions declared by Parliament by law to be an institution of national importance.

64. Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

65. Union agencies and institutions for—

(a) professional, vocational or technical training, including training of police officers; or

(b) the promotion of special studies or research; or

(c) scientific or technical assistance in the investigation or detection of crime

66. Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

List III—Concurrent List

25. Vocational and Technical Training of Labour

It would also be pertinent here to refer to certain provisions of the Directive Principles of State Policy included in the Constitution.

PRIMARY EDUCATION: Article 45 of the Constitution provides that 'the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, free and compulsory education for all children until they complete the age of 14 years.' The expression 'State' includes the Government of India, the state governments, and 'all local or other authorities within the territory of India or under the control of the Government of India.'

WEAKER SECTIONS OF THE SOCIETY: Article 46 of the Constitution directs that the State (and this expression, as stated above, includes the Government of India) 'shall promote with special

care the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation'.

The Constitution places a special responsibility on the Government of India regarding the development of Hindi. Article 351 provides that it is the duty of the Government of India 'to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment, by assimilating, without interference with its genius, the forms, the style and expression used' in other Indian languages.

It may also be pointed out that Economic and Social Planning (Entry 20 of List III) is a concurrent responsibility of the Centre and the states. Educational planning, being an essential element of economic and social planning, the Government of India and the state governments have to work together in preparing and implementing national plans for the reconstruction of education.

Article 282 of the Constitution also enables the Government of India to give grants-in-aid to the states to develop their educational programmes.

The Constitutional provisions quoted above envisage that, while education is in the main a state responsibility, there is also a need to develop a national programme of education in certain essential sectors.

Present Organization of the Ministry of Education: As organized at present, the Ministry of Education consists of nine Divisions, one each for Administration, Elementary and Basic Education, Secondary Education, University Education, Physical Education and Recreation, Hindi, Scholarships, Research and Publications, and Social Welfare. The Ministry also has, jointly with the Ministry of Scientific Research and Cultural Affairs, set up a cadre of advisory officers which at present consists of six Deputy Educational Advisers, 25 Assistant Educational Advisers, 20 Education Officers and seven Assistant Education Officers.

The Ministry has set up a number of *advisory bodies* which function in different sectors of education. The oldest and the most important of these is the Central Advisory Board of Education. It

is presided over by the Union Minister of Education and includes all State Education Ministers as members. Until 1949, it was the only body which considered national problems in education and tendered advice to the central and state governments. In the post-independence period, however, the volume of educational activity increased to such an extent that it was felt desirable to constitute a number of other advisory bodies to deal with special sectors of education. At present, there are 15 such bodies, *viz.*,

1. Indian National Commission for Cooperation with UNESCO (1949);
2. Advisory Board for Social Welfare (constituted in 1951 and reconstituted in 1954);
3. Board of Scientific Terminology (1950) which has now been converted into the Standing Commission on Scientific and Technical Terminology;
4. Central Board of Physical Education and Recreation (constituted in 1950 and reconstituted in 1956);
5. Hindi Shiksha Samiti (1951);
6. National Board of Audio-Visual Education (1953);
7. All India Council for Sports (constituted in 1954 and reconstituted in 1959);
8. National Advisory Council for the Education of the Handicapped (1955);
9. All India Council for Secondary Education (1955);
10. National Council for Rural Higher Education (1956);
11. Central Committee for Educational Research (1957);
12. All India Council for Elementary Education (1957);
13. Children's Literature Committee (1958);
14. National Council for Women's Education (1959); and
15. Central Sanskrit Board (1959).

The institution of these advisory bodies has been very helpful. They bring official and non-official workers together in the consideration of educational problems and tendering advice to the central and state governments on issues which are of importance in formulating educational policies and programmes. They also bring an all-India approach to bear on the discussion of problems entrusted to them.

A practice of holding periodical conferences of State Education Ministers to discuss important educational matters is also growing. So far, six conferences have been held—two in 1949 and one each in 1956, 1957, 1959 and 1960.

Education in Union Territories and Centrally Administered Areas: Probably the oldest function of the Government of India is to administer education in the Union territories, although the

expression 'Union Territory' as such is of recent origin. This function dates back to 1870 when educational authority was decentralized and transferred to the provinces but had to be retained with the central government for areas like Coorg, which were too small to be given the status of a province. Thus began the concept of a centrally administered area and throughout the last 90 years, there have always been some areas under the direct administration of the Centre. In 1947, the main centrally administered areas were only five: Delhi, Ajmer-Merwara, Andaman and Nicobar Islands, Coorg and Panth Piploda. When the erstwhile princely states were integrated with the Indian Union, some of them were treated as centrally administered areas as a transitional measure so that, by the end of 1949, the number of centrally administered areas increased to 13 and included, in addition to the five areas already mentioned, Bhopal, Bilaspur, Cooch-Bihar, Himachal Pradesh, Kutch, Manipur, Tripura and Vindhya Pradesh. When the Constitution was adopted on January 26, 1950, 11 of these were converted into Part C States. Panth Piploda was merged with Madhya Bharat (a Part B State), and only one area, the Andaman and Nicobar Islands, was left as a Part D State or a centrally administered area. Very soon afterwards, Cooch-Bihar was merged with West Bengal and in 1954, Bilaspur was merged with Himachal Pradesh so that only nine Part C States and one Part D State were left. In 1956, when the states were reorganized, the old categories of Part C and D States were abolished and the centrally administered areas were constituted into 'Union Territories'. Of the nine Part C States, five were merged with other states—Ajmer with Rajasthan, Bhopal and Vindhya Pradesh with Madhya Pradesh, Kutch with Bombay and Coorg with Mysore. The remaining four Part C States, *viz.*, Delhi, Himachal Pradesh, Manipur and Tripura were designated 'Union Territories'. To these two more have since been added, namely, (1) Andaman and Nicobar Islands and (2) Laccadive, Minicoy and Amindivi Islands (which were hitherto under the Government of Madras), thus making a total of six Union territories.

The history of the three centrally administered areas—Pondicherry, N.E.F.A. and N.H.T.A.—is slightly different. Pondicherry became a centrally administered area after its *de facto* accession to

the Indian Union in 1954. N.E.F.A. has always been a centrally administered area. When the Constitution was adopted in 1950, it was included in the Sixth Schedule to the Constitution under the name of the North East Frontier Tract and still retained its character as a centrally administered area. In 1950, the Naga Hills District was under the Government of Assam while the Naga Tribal Area was centrally administered. Both these units have now been amalgamated in the centrally administered area of N.H.T.A.

The history of educational development in the six Union territories and three centrally administered areas is given in detail in Chapter 3.

The Clearing House Function : The idea that the central government should function as a clearing house for educational information was accepted as early as in 1870 when the responsibility for education was decentralized to the provinces. At first, the Government of India brought out occasional reviews of education in India. After the Report of the Indian Education Commission (1882), such reviews became a regular feature and quinquennial reviews were published for 1886, 1887-92, 1893-97, 1898-1902, 1903-07, 1908-12, 1913-17, 1918-22, 1923-26, 1927-32 and 1933-37. Annual reviews—for those years for which a quinquennial review was not published—have also been published since 1913-14. No quinquennial review was published for 1938-42 but a decennial review was brought out for 1938-47.

This tradition has not only been continued but greatly expanded in the post-independence period. The quinquennial or annual reviews published prior to 1947 included data about British India and a few of the 700 princely states which formed one-third of the country.¹ Educational statistics for the country as a whole were first collected for 1949-50 and ever since, the Ministry of Education has collected detailed educational statistics every year for all states and Union territories. It also brings out three publications every year: 1. *Education in India* (in two volumes); 2. *Education in the States*; and 3. *Education in Indian Universities*. Besides, it also publishes a *Directory of Institutions of Higher Education* which first began as an annual publication, but has now been made biennial.

¹ Data about the princely states were completely omitted from 1916-17 onwards.

The publication of periodical statistical data or progress reports is only a part of the clearing house function of the Centre. It also includes the publication of studies and surveys, reports of commissions and committees and such other educational documents as are necessary for broadcasting significant educational developments and ideas. This general publication work was hardly attempted prior to 1870. It was between 1870 and 1882 that it came to be accepted as an important central function. While this work increased considerably after 1937, it was not until the attainment of independence that a special publications section was created in the Ministry. During the last 14 years, it has brought out about 530 publications. This gives an average of about 38 publications a year as against an average of 1.3 publications per year between 1870 and 1936, or of 3.7 publications per year between 1936 and 1946. Prior to 1947, the central government did not publish any educational journal. An important step was taken in 1949 when *The Education Quarterly* was started. Another step forward was taken in 1956 when the quarterly, *Secondary Education*, was instituted. Then came a third, called *Youth* (1957), and recently a fourth quarterly, *Indian Journal of Educational Administration and Research* (1960), has been added.

Central Financial Assistance : It is now generally agreed that one of the most important educational responsibilities of the Government of India is to equalize educational opportunities, as far as possible, in all parts of the country and to collaborate with the state governments in building up a system of national education that would reflect the national consciousness and meet the national needs.

It was under Curzon that a system of central grants for education was first introduced. This was, however, discontinued when education became a transferred subject in 1921. The system of central financial assistance was revived in 1951 when the First Five-Year Plan was formulated. Under the original proposals, this Plan envisaged a total expenditure of Rs. 170 crores, of which Rs. 44 crores was in the central sector and Rs. 126 crores in the state sector (inclusive of central assistance). The actual expenditure incurred, however, was only about Rs. 153 crores (inclusive of an expenditure of Rs. 20 crores on technical education). Of

this, Rs. 121 crores was in the state sector (inclusive of central assistance) and Rs. 32 crores in the central sector.

The First Plan accepted the pattern of *specific purpose grants* for assistance to states. The Ministry of Education approved a certain number of schemes in every sector of education and fixed the rates of grant-in-aid payable on them. Rates of grant-in-aid varied from scheme to scheme and were different for recurring and non-recurring costs. The total number of schemes was also fairly large and separate accounts were maintained for each.

The Second Plan originally envisaged an expenditure of Rs. 307 crores which was later reduced to Rs. 276 crores (including programmes of technical education and cultural affairs). Out of the outlay on general education, an expenditure of Rs. 38 crores was incurred in the central sector and of Rs. 158 crores in the state sector (which includes a central assistance of Rs. 57.71 crores). In addition, the centre also incurred an expenditure of about Rs. 8 crores in the Union territories. The system of grants-in-aid was considerably simplified. An important innovation introduced was the system of 'ways-and-means advances'. Under this procedure, three-fourths of the central assistance allocated to a state for the year was paid in nine equal monthly instalments and the balance was paid, after necessary adjustments, in one instalment at the end of the financial year.

The total allocation for education in the Third Plan (excluding technical education and cultural programmes) is Rs. 408 crores. (See Table 1, which shows the allocations for education in the three Plans in an easily comparable form.)

The amounts mentioned in Table 1 are of allocations from public funds only. They do not include voluntary contributions of the people in the form of fees, endowments and donations. Private enterprise had made large financial contributions to the growth of education in the British period. The State has naturally taken a much larger share in financing education during the last 14 years; nevertheless, the old tradition of private contributions has not only continued but also expanded. This is particularly noticeable in the field of primary education where the local community is coming forward to provide buildings, equipment and midday meals. One of the main programmes in the Third Plan is to

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stimulate local interest in education and to increase the local financial support for it.

TABLE 1 : ALLOCATIONS FOR EDUCATION IN THE THREE PLANS

Sub-head	Amount (Rs. in crores)			Percentage of total provision		
	First Plan	Second Plan	Third Plan	First Plan	Second Plan	Third Plan
1. Elementary education ..	85	87	209	63.9	42.6	51.2
2. Secondary education ..	20	48	88	15.1	23.5	21.6
3. University education ..	14	45	82	10.5	22.0	20.1
4. Other programmes— social education, physical education and youth welfare	14	10	12	10.5	4.9	2.9
Others .. ..	...	10	11	..	4.9	2.7
TOTAL	133	204	408	100.0	100.0	100.0

EDUCATIONAL PROGRAMMES

Partnership in Education between the Central and State Governments : One of the far-reaching developments of the post independence period is the growth of a 'working partnership' between the central and state governments in the national task of educational reconstruction. This is reflected significantly in the procedures that have developed for the preparation of educational plans. The First Five-Year Plan covered the period 1951-52 to 1955-56 and has been followed by the Second Five-Year Plan (1956-57 to 1960-61) and the Third Five-Year Plan (1961-62 to 1965-66). While the procedures for the preparation of these Plans have, on points of detail, naturally varied from time to time, their broad framework has been fairly constant. The Planning Commission reviews the existing position on a national basis and, in consultation with the Ministries of the Government of India and the state governments, determines targets and priorities and prepares a

tentative Plan-frame for the country as a whole for the consideration and approval of the National Development Council, which comprises representatives of the central and state governments at the highest level. The state governments prepare their education plans in the light of their local conditions and needs and within the Plan-frame prepared at the Centre. The draft plans prepared by the states and those prepared by the Centre are then co-ordinated in regard to targets, priorities, bases of approach, programmes, estimates of costs, and 'the internal balances' of the Plan as a whole. Tripartite discussions are held for the purpose between the Planning Commission, the Ministry and the States before the Plans emerge in final or almost final shape.

For purposes of execution, the programmes are divided into different categories. Some programmes are treated as state programmes. They are eligible for financial assistance from the Centre but the responsibility for executing them rests with the states. The 'centrally sponsored' programmes are drawn up at the instance or suggestion of the Central Ministry, and have all-India applicability. These are also implemented through the state governments, like the schemes in the state sector, but the expenditure on them is borne fully by the Government of India and is included in the Central Plan. Finally, there is a category of 'central' schemes under which the entire programme is worked out and implemented by the Central Ministry. The programmes in each of these three categories are so formulated that they reinforce and supplement the programmes in the other categories.

Just as there is a sharing of responsibility for planning, so there is a sharing of the resources needed for discharging that responsibility. The resources that the states can muster through their taxation and fiscal powers generally fall short of the requirements. The Centre, therefore, assists them in two ways: (1) by a transfer of additional resources made through Finance Commissions which are appointed every five years; and (2) by grants-in-aid given for development plans as described in the preceding section. The very basis of educational development is thus a partnership—the states providing the main administrative machinery and the Centre providing a part of the finance required.

Clearly then, the planning and implementation of educational

programmes in India is now a joint endeavour of the central and the state governments. This working partnership has been extended to every sector of education in the post-independence period. A large and varied programme of central activities in education has naturally grown up as a result of this partnership and the following paragraphs attempt to describe the more important of these in broad outline.

I. Elementary and Basic Education

During the last 14 years, the policy of the Government of India in elementary education has been directed mainly to providing assistance to state governments to realise two important objects: (1) provision of free and compulsory education for all children up to the age of 14 ; and (2) improvement in the quality of elementary education and, with this end in view, the conversion of all elementary into basic schools.

Expansion of Elementary Education : There was a considerable expansion of elementary education between 1947 and 1951, due to vigorous programmes launched by state governments and popular enthusiasm created by the attainment of independence. The pace of progress was further accelerated in the First Five-Year Plan. Each state fixed its own targets and received central assistance for its expansion programmes on a matching basis. In addition, a special grant (totalling Rs. 9 crores) was given to the backward states by the Finance Commission for the development of primary education. The Second Plan also was originally prepared on the same principles and the central grant-in-aid was continued on the 50 per cent basis. The targets proposed for this Plan, however, clearly showed that the country would not have free and compulsory education for all children in the near future. The situation was reviewed by the Panel on Education set up by the Planning Commission in 1957 and, in the light of its recommendations, it was decided to divide the programme into two stages. The first stage is to cover the entire age-group 6-11 in the Third Plan and the second to cover the age-group 11-14 in two or three subsequent Plans.

Four centrally sponsored schemes were undertaken to speed up the programmes of expansion. The first of these, the *Educa-*

tional Survey of the country, was completed in 1958-59 and its main findings have now been published for the country as a whole and separately for each state.² It has been a very useful project and has given a concrete and reliable basis for the expansion and location of primary and middle schools. Its proposals will be implemented during the Third Plan and it is hoped that the goal of universal provision of schools would be reached by 1966 when almost every child would have a school within easy distance from his home.

The object of the second scheme, known as *Relief of Educated Unemployment and Expansion of Primary Education*, was to expedite expansion and also to provide school-less habitations with educational facilities. Under this scheme (the cost of which during the Second Plan was borne entirely by the Centre), about 60,000 teachers were sanctioned, preferably for employment in schools opened in school-less villages. Along with this, 1,190 posts of inspecting officers were also sanctioned and, as an inducement to women to go out to work in rural areas, 5,490 quarters were provided for women teachers. The scheme has been very helpful in enrolling more children into schools and in providing educational facilities to backward areas.

The third scheme was drawn up to promote the *Education of Girls*. Under this scheme, assistance was given to state governments to the extent of 75 per cent of the approved expenditure regardless of whether or not the states contributed their quota of 25 per cent. The state governments could choose one or more of the following nine approved schemes for this purpose in accordance with local conditions: (1) free accommodation for women teachers in rural areas; (2) appointment of school mothers; (3) condensed courses for adult women; (4) stipends for women teachers under training; (5) refresher courses; (6) stipends for high school students who, on completion of their studies, undertook to take up teaching; (7) attendance scholarships; (8) exemption from tuition fees; (9) construction of hostels for secondary schools for girls. Grants sanctioned under the scheme totalled Rs. 212.80 lakhs between 1957 and 1961.

The fourth scheme related to the *Training of Teachers*. Under

² See Annexure III.

this scheme, assistance on a hundred per cent basis was given to state governments for two purposes: (1) to expand the available accommodation in existing training institutions, and (2) to establish new institutions, where needed. In accordance with the programme implemented so far, 276 new training institutions have been established and total additional accommodation provided for 27,570 students. The total grant-in-aid sanctioned was Rs. 85 lakhs in 1959-60 and Rs. 247 lakhs in 1960-61.

Mention may also be made of the preparation of 'Model Legislation on Compulsory Primary Education'. One of the basic essentials for a programme of universal education is the enactment of a good law for the enforcement of compulsory attendance. The Ministry of Education, therefore, examined all the compulsory education laws in the country as well as in a few selected countries abroad and prepared a model draft bill for compulsory education. The Delhi Primary Education Act based on this document was passed by Parliament in 1960 and was brought into force on October 2, 1960. The state governments have since been advised to examine their existing laws in the light of this Act. The States of Andhra Pradesh, Punjab and Mysore have already passed the necessary laws.

In view of the preparations that were made during the Second Plan, the Third Plan has been drawn up on a larger scale than either the First or the Second. In the age-group 6-11, it provides for the enrolment of 153 lakh additional children as against the enrolment of 60 lakhs in the First Plan and 82 lakhs in the Second. In the age-group 11-14, it provides for the enrolment of 35 lakh additional children as against the enrolment of 12 lakh children in the First Plan and 20 lakh children in the Second. As stated earlier, the total financial provision for the programme is about Rs. 209 crores and almost the whole of it is in the state sector. Compared to the goals that the country has set before itself, these figures are not very impressive. However, they represent a pace of advance which has no precedent in the history of this country.

Basic Education : The scheme of basic education was first placed before the country by Mahatma Gandhi in 1937. Its main object is to replace the traditional, academic and book-centred system with a new one which is activity-centred and built round a

productive craft and the physical and social environment of the child. The system visualises that the different subjects of the curricula will be taught, not in isolation, but in close correlation with one another as also with craftwork and the physical and social environment of the child. It emphasises the development of qualities which would help the child to grow into a useful and self-reliant citizen capable of making his contribution to the creation of a socialistic and democratic pattern of society which the nation has set before itself.

The system of basic education has now been accepted as the national pattern of education at the elementary stage and, during the last 14 years, attempts have been made to convert as many elementary schools to the basic pattern as possible. The schemes drawn up for this purpose are included in the state sector and each developing a programme in the light of its own local conditions. During the First and Second Plans, the Centre gave financial assistance for a variety of programmes such as opening of new junior basic schools, upgrading of junior basic schools to senior basic standard, conversion of non-basic training institutions to the basic pattern (including the provision of hostels and equipment), and organization of seminars and refresher courses for teachers and headmasters of elementary and basic schools.

Towards the end of the First Plan, the Government of India reviewed the progress of basic education and found that it was not very satisfactory. One of the major difficulties that hindered progress was the existence of controversies over the concept of basic education. With a view to resolving them and giving an authoritative lead on the subject, a brochure entitled *The Concept of Basic Education* was published in 1956. This was followed by another brochure entitled *Understanding Basic Education* which seeks to elucidate the methods and curricula of basic schools. The Government of India also appointed an Assessment Committee on Basic Education under the chairmanship of Shri G. Ramachandran to survey the progress of basic education in the country and to make suitable recommendations for its development in future. One of the main findings of the Assessment Committee was that the 'compact area method' (adopted extensively prior to 1956) had outlived its utility 'The compact area method', said the Committee,

'has tended merely to create small patches of basic schools here and there without these patches multiplying or spreading quickly or extensively enough. The creation of such patches has led to their remaining in that condition far too long without affecting the surrounding overwhelmingly vast area of elementary education which is non-basic. Also, this has resulted in some special conditions being created which make basic education look artificial'. The Committee suggested, therefore, that 'the whole of elementary education should be plunged into a programme of conversion step by step which should be completed within a stipulated period.' This was to be achieved by the replacement of the vertical process of converting non-basic into basic schools by the horizontal process of orienting non-basic schools towards the basic pattern. This programme, the Committee felt, would help to reduce the gap between the basic and non-basic schools and enrich the curriculum of the latter through the introduction of a number of basic activities which neither involve much expenditure nor require any specially trained teachers to organize them.

These recommendations were accepted by the Government of India. In order to help teachers and administrators in the implementation of the orientation programme, two brochures were published on the subject: *Orienting Primary Schools towards the Basic Pattern* by Shri G. Ramachandran, and *Basic Activities for Non-Basic Schools* by the National Institute of Basic Education. Four regional seminars and a national seminar of the officers of State Education Departments were organized to help them to provide necessary guidance in implementing the orientation programme. In the Third Plan, it is proposed to carry out this programme on a large-scale and to orientate all the non-basic schools to the basic pattern.

Another important measure is the introduction of a common integrated syllabus in all elementary schools. Several states have already introduced the syllabus in their schools. It is hoped that, by 1966, all states would have adopted the measure. Together with the orientation programme, this reform will go a long way to narrow down substantially the existing gap between the basic and non-basic schools.

Although the concept of basic education has been before the country for more than 20 years, there is still much scope for

experimentation and research in this field. To meet this need, the Ministry set up a National Institute of Basic Education in 1956. Besides conducting research on problems of basic education, the Institute acts as a clearing house for information concerning basic education, imparts advanced training to inspectors and administrators of basic education and is engaged in the production of basic education literature. It also publishes *Buniyadi Talim*, a quarterly devoted to basic education.

At the instance of the Indian Public Schools Conference, the Government of India set up a Basic Education Committee for Public Schools to make a first-hand study of the public school system and to make suitable recommendations for the introduction of basic education in the elementary classes of these schools. In its report, the committee has suggested the introduction of basic education in these schools by stages, beginning with a greater emphasis on Indian culture as a background to their educational programmes.

The development of basic education at the primary and middle stages naturally led to its extension to the secondary stage. Accordingly, a few post-basic schools have been established in some parts of the country. The Government of India has also been giving assistance to the states and voluntary organizations for upgrading senior basic schools into post-basic schools and improving the existing post-basic schools. The manner in which the post-basic schools can be integrated in the general system of education was examined by a special committee, some of whose recommendations are: (1) post-basic schools should function as part of a common integrated system of multipurpose secondary education; (2) this should be achieved by equating craft work in the post-basic schools with the special or elective subjects in the curriculum of multipurpose schools; and (3) there should be a common external examination for both types of schools.

II. Secondary Education

The Secondary Education Commission : The system of education, as it had developed by 1947, was narrowly academic in character and exclusively geared to the requirements of university entrance. The University Education Commission (1948-49) ex-

pressed the emphatic view that reconstruction of university education would not be possible unless secondary education had been remodelled. The Government of India, therefore, appointed a Secondary Education Commission in 1952, under the chairmanship of Dr. A. Lakshmanaswamy Mudaliar, to review the entire field of secondary education and to make detailed recommendations for its reconstruction. The report of this Commission is one of the important documents on the subject and has provided the main inspiration for the reconstruction of secondary education during the last eight or nine years.

The three important problems examined by the Commission were: (1) reorganization of the structural pattern of secondary education; (2) diversification of the secondary curriculum; and (3) reform in the examination system. With regard to the first of these, the Commission visualised a pattern of education consisting of eight years of integrated (basic) education, followed by three years of secondary education (with a marked diversification of subjects) and finally, by three years of university education leading to the first degree. This eleven-year school programme was designed to enrich the curriculum and make it terminal for those who are not suited to go to the university. The higher secondary course was to include social studies, general science, three languages and a selected craft as compulsory subjects, and in a majority of schools, a choice of three subjects from the commonly provided groups of electives, namely, humanities and sciences. With regard to the second problem, the Commission recommended the multipurpose school as a corrective to the existing 'single track' system of secondary education. In these institutions, in addition to the core curriculum, provision was also to be made for some of the following seven groups of electives, namely, humanities, sciences, technology, commerce, agriculture, fine arts and home science. Each group offered a range of seven to ten subjects out of which a combination of any three could be selected according to the pupil's interest or aptitude. With regard to the third problem, the Commission expressed the view that the traditional examinations which were restricted in their scope, mechanical in their techniques and unreliable in their conclusions, constituted a serious educational problem. It, therefore, suggested that a

constant and realistic appraisal of the pupil's progress should be made throughout his school career and that efforts should be made to design new evaluation and testing procedures which would not be a test of memory only, but a measure of the pupil's educational growth.

Higher Secondary and Multipurpose Schools : The two main programmes to implement the recommendations of the Commission were: (1) conversion of high into higher secondary schools; and (2) establishment of multipurpose schools. Both these programmes, which were initiated towards the end of the First Plan, were placed in the state sector and received assistance from the central government. The number of schools converted to the higher secondary pattern was only 77 at the end of the First Plan; by the end of the Second, it had risen to 3,121. The number of multipurpose schools was 374 at the end of the First Plan and 2,115 at the end of the Second. The Third Plan proposes to make a big effort to convert about 50 per cent of all schools to the higher secondary pattern. In respect of multipurpose schools, the emphasis in the Third Plan will be, not on expansion, but on consolidation. To this end four regional colleges of education will be set up to train teachers for these schools.

Directorate of Extension Programmes for Secondary Education : The All-India Council for Secondary Education was constituted in 1955 to review the progress of secondary education in the country and to advise the states and the Centre about the improvement and expansion of secondary education, and to encourage research in problems of secondary education. In 1959, the Council was reconstituted as a purely advisory body and the Directorate of Extension Programmes for Secondary Education was established as an executive organization to implement the approved schemes in the field of secondary education.

The most important of the programmes of the Directorate is the 'Extension Services Departments' which have been established in 54 selected training colleges in the country. These centres have carried on a very effective programme of in-service training for secondary school teachers through seminars, workshops and allied services. They have kept teachers abreast of recent developments in educational theory and practice, guided them in the

solution of classroom problems and helped them to improve their professional work. They have also helped the training colleges in maintaining close touch with the secondary schools and in orienting the teacher-education programmes to the professional needs of the teachers. Over 5,000 schools have been brought within the purview of these extension centres, thus covering nearly one-third of the secondary schools in the country.

Another important programme is the organization of various types of seminars and conferences on an all-India, regional, and state basis. The primary object of this programme is to bring together headmasters, teachers and educational administrators to discuss problems of common educational interest. Seminars of subject teachers are also held to help them understand the new goals of secondary education and to develop better methods of instruction and improved techniques of evaluation.

The programme of examination reform was launched during the Second Plan. The basic assumption on which the reform is based, is that evaluation is an integral part of teaching and learning and should be closely linked to the objectives of the curriculum. Evaluation should, therefore, test how far these objectives have been achieved.

A long-term programme of examination reform was drawn up under the guidance of Dr. Benjamin S. Bloom, Head of the Board of Examiners, University of Chicago, and a recognised authority on examinations. An Examination Unit consisting of 14 officers trained under Dr. Bloom has been established to implement the programme. During the past three years, the Unit has introduced a large body of secondary school teachers and educators to the new evaluation techniques and has prepared a large number of test items, reflecting the new objectives. The Boards of Secondary Education have been advised to use the items in the external examinations. Steps have also been taken to establish evaluation units in the states. A training course was organized in 1960 for officers from the states in charge of examination reform.

Another programme of the Directorate was aimed at encouraging experimentation in schools. Under this scheme, which is implemented in collaboration with State Education Departments and the extension centres, financial assistance is given to enterprising

schools which undertake projects intended to bring about improvement in classroom instruction or school organization. So far, 125 projects have been admitted for aid with a total grant of about Rs. 62,000.

The Directorate conducted a sampling survey of the multipurpose schools in the country in 1959. Based on this survey, a programme has been drawn up for the future strengthening of the multipurpose schools, especially in regard to the preparation of teachers in practical subjects.

In order to discover and foster talent in science, a science club movement was initiated in 1957-58. Nearly 400 secondary school science clubs have since been organized with financial assistance from the Directorate.

Teaching of English : Another important programme undertaken in secondary education relates to the improvement of the teaching of English. For this purpose, the Government of India established the Central Institute of English at Hyderabad in 1958 in cooperation with the Ford Foundation and the British Council.

The two functions of the Institute are training and research. The Institute has made provision for holding two sessions each year for batches of 60 trainees each. Short courses of six weeks' duration are also organized during summer for teachers of English from arts and science colleges, lecturers from training colleges and educational inspectors. The courses of study so far organized include elementary linguistics and the structure of English, phonetics, methodology of language learning with special reference to English, and interpretation of literature.

In research, the Institute attempts to investigate problems connected with the teaching of English at all levels. During the past two years, the Institute has prepared a draft syllabus in methodology of English for teacher training colleges, pre-university course materials based on research in vocabulary required for the comprehension of prescribed tests in the physical and social sciences, and a comprehensive treatise on the pre-university course in English. The staff of the Institute is currently engaged in research on the graded structural syllabus in English for schools and an accompanying handbook for teachers.

III. University Education

The Government of India assumed responsibility for university education in 1858, in association with the subject of primary education in India. The first universities were established under Act of the Central Government in 1857. Even when education was placed almost in 1858, the authority to legislate for universities continued to rest in the Centre and it was under Central Acts that the University of Punjab was established in 1852 and that of Aligarh in 1857. It was again the Government of India which sponsored the Indian Universities Commission in 1902 and passed the Indian Universities Act in 1904. The Calcutta University Commission, 1917-19, was also established by the Government of India. Between 1914 and 1922, it established the Central Universities of Aligarh, Banaras and Delhi. The tradition in Indian education, therefore, has always been for a central authority to develop university education on variable lines.

University Education Commission, 1948-1951. The reform of university education was one of the earliest problems to come to the attention of the Government of India in the post-independence period. This was due partly to the basic significance of the subject to the development of the country and partly to the fact that no comprehensive survey of university education had been made in India after 1917-19. A University Education Commission was therefore set up in 1948 under the chairmanship of Dr. S. Radhakrishnan. The report of the Commission is a comprehensive document and it has had far reaching influence on the reconstruction of university education in India in recent years.

Central Universities. The Government of India amended the Act of Incorporation of the Central Universities in keeping with the recommendation of the University Education Commission. Visva-Bharati at Santiniketan, established by Rabindranath Tagore, to study the mind of man in the realisation of different aspects of truth from diverse points of view, was constituted as a Central University in 1951.

University Grants Commission. The Constitution classifies the coordination and determination of standards in universities as a central function. The University Grants Commission is the principal agency created to discharge this constitutional responsibility.

The Commission, however, considered that it was necessary to concentrate its attention on the existing high schools and colleges, to concentrate on the higher secondary schools, to prepare for improving and developing secondary education in India, and proposed that early steps should be taken to set up a high school in every district. This recommendation was generally welcomed by the Council of the Government of India and by the Universities Commission. Accordingly, the Government of India set up a University Grants Commission in 1953. In the light of experience gained in the working of this organisation, it was decided to give it a statutory basis in 1956. The University Grants Commission Act, 1956, was passed by Parliament in India for better provision for the curricula, standards and dissemination of knowledge in universities and for that purpose, to constitute a University Grants Commission. Under the provisions of this Act, the first University Grants Commission was constituted in 1956 with Dr. C. D. Deshmukh as its Chairman.

As the primary function of the University Grants Commission is the coordination and development of universities in the country, it is in the sphere of universities that the Commission has mainly concentrated its activities. It has carried out considerable work in respect of higher education, including the commissioning of study missions and missions (1952 and since) to India. Within the framework of the funds available to it, the Commission has given grants to universities and colleges to improve and expand education and facilities, to promote research in various branches of learning, to build new houses for students and to provide more well-ventilated lecture facilities. Grants have also been made to improve salaries of teachers in primary and secondary schools, to enable teachers to pursue their education and on a small scale to enable them to travel, more to conference and seminar, and to the extension work.

The last 14 years have been a period of great mass work of which has been reflected in the growth of the institutions. For example, there has been a great expansion in numbers in the universities, and apart from the purely physical progress that has been made, there have been patterns of improvement and discipline. The Commission, therefore, carried out a study of the problems of universities in the universities and has sought to introduce measures that might meet an anticipated impact on the situation. Another

important problem is that of emotional integration or of creating a real unity of purpose and attitudes in the minds of university students in spite of the diversities of culture, language, religion, or economic and social background. The Commission held a seminar on this subject with a large representative group of persons from all over the country. This seminar made many recommendations, particularly applicable to education. The Commission has tried to put some of these recommendations into effect by encouraging the study of languages other than one's own mother-tongue or regional language, by encouraging extension work and sociological research, and in several other ways. Yet another problem that the universities had to face, was to determine the place of English in the educational system and in national life. The Commission has surveyed this problem, made recommendations regarding methods of teaching in the changing situation and offered assistance to strengthen the teaching of English as a foreign language though not the medium of instruction.

For many years, there has been a growing dissatisfaction with the public examinations conducted by our universities, in which there is no clear correlation between the objects of teaching and the aims of examinations, and in which a heavy burden is laid on memory without encouraging students to understand and reflect upon the subjects of their study. The whole examination system needed to be carefully looked into and steps needed to be taken to reform it. The Commission, with the help of a committee and a consultant from the U.S.A., has made a study of this question and, in spite of the prevailing conservatism and inertia, it is expected that some reforms will gradually be effected.

According to modern educational thought, extreme specialization in one limited field of learning is unsatisfactory and it is held that students should really have a wide and inclusive 'general education' at a fairly high level, even if they wish to specialize in some one field. While the idea of general education has met with general approval in many quarters, people have not agreed upon any one method of trying it out. In collaboration with the Ministry of Education, the Commission has promoted discussion on this subject. A few study teams were sent to the U.S.A. to observe experiments in that country and to report on practices there

and elsewhere. The Commission has also appointed a committee of its own and steps have already been taken in two or three universities to work out a scheme of general education.

In a large and rapidly growing situation, the impact that the Commission has been able to make on university education in India, with the limited means at its disposal, may not appear impressive. But it has been able to secure a visible improvement in the physical equipment of the universities and many of their colleges, and there is a growing awareness of the importance of high standards of teaching and research. Moreover the problems and needs of universities are now being regularly studied and discussed and the attention of the public is being constantly drawn to them. This in itself has strengthened the confidence of the people in the future of higher education.

The following grants have been given to the universities by the Commission.

TABLE 2 : GRANTS TO UNIVERSITIES BY THE UNIVERSITY GRANTS COMMISSION (1954-55 to 1960-61)

Year						Grants
						Rs.
1954-55	..	..	..	..	..	1,78,46,546
1955-56	..	..	..	..	..	2,66,15,330
1956-57	..	..	..	..	..	3,41,89,635
1957-58	..	..	..	..	..	3,46,57,659
1958-59	..	..	..	..	..	5,92,51,155
1959-60	..	..	..	..	..	7,98,25,152
1960-61	..	..	..	..	..	7,68,75,000

Three-Year Degree Course : A very significant development in university education in the post-independence period has been the institution of the three-year degree course. The University Education Commission and the Secondary Education Commission had both recommended a reorganization of the national system of education. The recommendations of the Secondary Education

Commission were considered by the Conference of Vice-Chancellors convened in 1955. The Central Advisory Board of Education also considered the matter at its meeting held in 1956 and recommended a national pattern of education in which the first eight years of integrated elementary (basic) education would be followed by three years of higher secondary education, and the latter by three years of university education leading to the first degree. The three-year degree course thus became a part of an overall scheme to improve the quality of university and secondary education. A committee was set up in October 1956, under the chairmanship of Dr. C. D. Deshmukh, to work out the estimates of expenditure involved in introducing this important reform. It recommended that the course should be introduced in as many universities as possible during the Second Plan itself. The introduction of this reform provides an opportunity to revise the syllabuses, introduce general education courses, reduce overcrowding in colleges, improve teacher-pupil ratio, strengthen laboratories, replenish libraries and, wherever possible, to institute a sound tutorial system. The Universities of Andhra, Osmania, Sri Venkateswara, Bihar, Patna, Jabalpur, Sagar, Vikram, Annamalai, Madras, Marathwada, Nagpur, Poona, S. N. D. T. Indian Women's, Karnatak, Mysore, Utkal, Rajasthan, Calcutta, Jadavpur, Aligarh, Delhi and Visva-Bharati have already implemented the scheme; other universities are likely to start it in the next few years.

Ceiling on Enrolment: Overcrowding has been a chronic problem in Indian universities and colleges. The University Education Commission recommended that every college in an affiliating university and every teaching university should deliberately fix a maximum limit to the number of students it admits every year. The limit will vary depending upon the facilities available, but the limit must be fixed and adhered to, if the quality of education is to be raised. The first concrete step in this direction has been taken under the three-year degree course scheme which makes it obligatory for the colleges receiving assistance to restrict the number of students to 800-1000. Colleges, which were constructed and have facilities for larger numbers, are exempted from this restriction.

Scholarships and Fellowships: A large number of scholarships

have been instituted to democratize higher education and to make it accessible, not only to persons belonging to backward classes and tribes, but also to students of merit without adequate means.³ The University Grants Commission has also set up a number of post-graduate and research scholarships and fellowships in the universities with a view to stimulating research and attracting suitable persons to teaching and research. Among other programmes initiated, mention may be made of the Prime Minister's Aid to Universities Fund which has been constituted to provide financial assistance to universities out of which small sums may be utilized for helping, on an *ad hoc* basis, deserving and needy students.

Rural Higher Education: The Radhakrishnan Commission recommended 'that in the inevitable expansion of higher education in India, a fair proportion of the additional facilities be directed to meeting the needs and developing the opportunities of rural areas.' It supported its recommendation by pointing out that 'about 85% of the population of India live in villages. This vast population has been scarcely touched by secondary or higher education, except by the permanent withdrawal from village life of those able young people who have left the villages for the universities. The extreme poverty and lack of cultural opportunity in the rural areas is common knowledge. The course of wisdom is not to deny or to ignore this glaring lack, but rather to create the types of educational opportunity which are appropriate to Indian rural life, and to give a quality and range to that life which will remove the disparity which is now a reality.'

The problem of rural higher education was examined afresh by the Rural Higher Education Committee under the chairmanship of Dr. K. L. Shrimali, which submitted its report in 1955. It suggested the establishment of Rural Institutes to provide facilities for higher education in rural engineering, rural extension and rural hygiene. Rural institutes have since been started in different parts of the country and today their number stands at 11. The main courses available in these institutes are a three-year diploma course in rural services, a three-year diploma course in civil and rural engineering, a two-year degree course in agricultural science and a one-year certificate course for sanitary inspectors. The

³ See Section V on 'Scholarships'.

three-year diploma course in rural services has already been recognized by the state governments and the Government of India as equivalent to the B.A. degree. The Inter-University Board has also recommended to the universities that they should also give similar recognition to this course. It is gratifying to note that 90% of the graduates coming out of the rural institutes are finding job opportunities and settling in the rural areas instead of running to cities in search of employment.

There is a National Council for Rural Higher Education to advise the Government of India on all matters relating to rural higher education.

Compulsory National Service : For a long time, educationists have felt that the present educational system is not fully attuned to the needs and aspirations of independent India and has not been successful in developing the kind of attitudes which are required for the task of national reconstruction. By and large, students fail to cultivate a positive sense of discipline ; they are usually averse to manual labour ; they seem to lack a spirit of social service or a sense of social purpose ; the idealism or enthusiasm which are usually associated with youth and which are of vital importance for a developing country like India, have also been singularly lacking.

The State Education Ministers' Conference held in New Delhi in August 1959 considered the situation and was unanimous that there was an urgent need to try out a workable scheme for national service in view of the fact that education, as it was imparted in schools and colleges today, left something to be desired and that it was necessary to supplement it with a programme which would arouse interest in the social and economic reconstruction of the country. The committee set up under the chairmanship of Dr. C. D. Deshmukh considered the views expressed at the State Education Ministers' Conference and recommended that every student passing out of higher secondary or pre-university stage of education should be required to render compulsory national service for a period of about one year before entering life or continuing with higher education. The main idea behind the proposal is to inculcate in young students a sense of discipline, a spirit of social service and a regard for labour. The details of the scheme are now being worked out.

IV. Education of Girls

The education of girls expanded considerably after independence. A review at the end of the First Plan showed, however, that the situation had not improved to the extent expected. It was noticed that while about 70.3 per cent of the boys were enrolled in primary schools, the proportion of girls enrolled was only 32.1 per cent. The single most important reason for this lag was the inadequate supply of women teachers who could be available only if there was an expansion in the education of girls at the secondary stage. This, in turn, meant more women graduate teachers, implying thereby the need of expansion in girls' education at the university stage. Expansion in the education of girls was thus needed at all stages and it was felt that some special measures would have to be adopted to develop it at a faster rate.

National Committee on Women's Education : The Government of India, therefore, appointed a committee, in 1958, under the chairmanship of Shrimati Durgabai Deshmukh, to suggest, *inter alia*, the special measures necessary to make up the leeway in women's education at primary and secondary levels. This committee submitted its report in 1959 and made a number of recommendations. It suggested that the education of women should be treated as a special problem for some years to come and that special programmes should be developed to expand the education of girls at all stages. It also recommended that a special machinery to look after these programmes should be created, both at the Centre and in the states. At the Centre it suggested that there should be a National Council for Women's Education and a special unit to look after the programmes. Similarly, for each state it recommended a State Council for Women's Education and a special officer in the Directorate to look after the educational programmes for girls. In order to secure women teachers for primary schools, particularly for rural areas, the committee recommended that condensed courses for adult women should be organized on as large a scale as possible, and that hostels should be attached to secondary schools in order to provide facilities for secondary education to girls from rural areas. The committee also suggested that programmes offering special inducements to girls (such as gifts of free books or clothing or the grant of attendance scholarships) should be included in the Third

Plan for primary education and that special facilities (such as free quarters or allowances) should be offered to persuade women to become teachers, especially in rural areas.

As recommended by the committee, a National Council for Women's Education was set up by the Government of India in 1959 under the chairmanship of Shrimati Durgabai Deshmukh. It has held three meetings so far and made a number of recommendations to the Government. A special unit has been created in the Ministry of Education to deal with problems of girls' education. Most of the state governments too have established State Councils for Women's Education and appointed women officers as Deputy or Assistant Directors of Education in charge of the educational programmes for girls. Reference has already been made earlier to the centrally sponsored scheme for the expansion of girls' education at the primary stage, which was included in the Second Plan and implemented on the lines recommended by the committee.

The Third Plan : Adequate funds for the expansion of girls' education at all stages have been provided in the Third Plan in the state sector. Most of the states have also provided funds for special programmes for girls as recommended by the National Committee on Women's Education. It is hoped that there will be a large expansion of girls' education in the Third Plan and that, by 1966, the existing gap between the education of boys and girls would be substantially bridged.

Reference may be made here to two schemes which are in the central sector in the Third Plan. The first is the scheme of condensed courses for adult women which is being operated by the Central Social Welfare Board. This scheme has proved to be of value in preparing women teachers, particularly for rural areas. It has, therefore, been decided to expand it and a sum of Rs. 1.5 crores has been provided in the present Plan for this purpose. The second scheme is to set up a National Institute to impart high level training to women candidates in organization, administration and management to enable them to take up responsible positions. Women trained on these lines are required to execute a number of national plans and projects, particularly in the social services, to meet the needs of voluntary organizations and to provide competent personnel to take up positions that are becoming increasingly

available to women in the industrial sectors. The Institute will also be a centre of research and act as a clearing house on subjects relating to the education and employment of women.

V. Scholarships

The Government of India has evolved, during the last 14 years, a large programme of scholarships for studies in India and abroad. These can be broadly divided into five groups: (1) scholarships for students belonging to the backward classes; (2) overseas scholarships instituted by the Government of India for Indian students; (3) scholarships for Indian nationals offered by foreign countries; (4) Government of India scholarships to foreign nationals for study in India; and (5) scholarships available to Indians for studies in India.

Scholarships for the Scheduled Castes, Scheduled Tribes and Other Backward Classes: Prior to 1944, the Government of India had no direct programme for the education of the scheduled castes, scheduled tribes and other backward communities. In that year, a scheme of post-matriculation scholarships was instituted for the scheduled castes for a period of five years in the first instance and a sum of Rs. 3 lakhs a year was assigned for the purpose. In 1948-49, the scheme was expanded to include the scheduled tribes and in 1949-50, its benefit was extended to other backward classes.

The adoption of the Constitution in 1950 made the Government of India specially responsible for the education and welfare of the scheduled castes and scheduled tribes. The Government of India, therefore, decided to expand this scheme which has grown in popularity from year to year. Table 3 gives the number of scholars benefiting from, and the yearwise expenditure incurred on the scheme in the post-independence period.

The administration of the scheme has been recently decentralized. While all work regarding selections, distribution of scholarships etc., has been entrusted to state governments, the expenditure on the scheme continues to be borne entirely by the Government of India.

The Government of India also approved an Overseas Scholarship Scheme for scheduled castes, scheduled tribes and other backward classes with effect from 1954-55 when six scholarships were

awarded. From 1955-56, the number of awards has been raised to 12 every year, four for each class. In addition to this, the government also sanctions passage grants for the backward class students who are in receipt of scholarships for studies abroad and need assistance only for passage costs. Twelve passage grants are available every year for this purpose.

TABLE 3 : NUMBER OF SCHOLARS AND TOTAL EXPENDITURE
ON THE SCHOLARSHIP SCHEME FOR BACKWARD CLASSES
(1947-48 TO 1960-61)

Year	Total number of scholars benefiting from the scheme	Total amount of expenditure incurred on the scheme
		Rs.
1947-48	655	5,39,307
1948-49	731	4,98,303
1949-50	1,414	8,56,804
1950-51	2,181	12,69,456
1951-52	2,834	15,40,942
1952-53	6,444	30,52,267
1953-54	11,934	61,55,267
1954-55	20,658	107,89,000
1955-56	41,451	150,53,936
1956-57	39,485	187,28,382
1957-58	44,962	223,11,674
1958-59	49,962	223,11,674
1959-60	61,962	257,37,302
1960-61	63,369	286,75,716

Government of India Scholarships to Indian Students for Studies Abroad : The Government of India instituted, for the first time in 1904, a few scholarships for higher technological studies abroad. These, with other scholarships instituted from time to time, were continued till 1921 and then, in view of the Constitutional changes already referred to, transferred to the provinces.

The Government of India stepped into the field again in 1945.

when the Overseas Scholarships Scheme was adopted. The primary object of this ambitious scheme was to train personnel for the plans of post-war reconstruction. In 1945, as many as 552 students were sent abroad; but in view of the practical difficulties that arose in the implementation of the scheme, the number of students was curtailed to 402 in 1946 and to 271 in 1947. After the attainment of independence, a number of scholarships have been offered by foreign countries. This called for a revision of the scheme. The scheme was accordingly modified, first in 1949-50 and then again in 1952-53, and its scope was restricted only to teachers of universities, colleges and comparable institutions of higher education. The main objective of the scheme has been to raise the standard of instruction and research in the country. The scheme has been under suspension since 1959-60 as scholarships offered to India by other countries are adequate to meet the training requirements of Indian students in subjects for which proper facilities do not exist in the country.

Union Territories Scholarships Scheme: This is another scholarships scheme which has been continued since the pre-independence days. It began in 1926 when one scholarship was instituted for all the Union territories. In 1954-55, the number of annual awards was increased to five—one for humanities (given by the Ministry of Education) and four for scientific and technical subjects (given by the Ministry of Scientific Research and Cultural Affairs).

Fully Paid Overseas Scholarships Scheme: This was introduced in 1956-57 for young and promising persons in the age-group 20-25 who are not in employment. Only 20 awards have been made under this scheme so far. Its operation has since been suspended owing to restrictions on foreign exchange.

Foreign Languages Scholarships Scheme: This was instituted in 1954-55 to train personnel in selected foreign languages for service under the Government and for teaching in universities. Thirty awards were made in each of the first three years. The scheme was suspended in 1957-58 and 1958-59. It was again revived in 1959-60 but the number of awards was reduced to 20.

Scholarships for Indian Nationals offered by Foreign Countries: Prior to 1947, India had no direct contact with most of the

countries of the world. After the attainment of independence, however, it was soon able to establish direct contact with a large number of independent nations, most of whom were interested in building up close cultural contacts with India. A common programme adopted in this context is to offer scholarships to Indian nationals.⁴ Generally speaking, these scholarships are *ad hoc* and are available either for the study of the language of the countries concerned or for a subject in which the countries have special facilities. In addition to these bilateral offers of scholarships, a large number of scholarships and fellowships are also available under multilateral and international programmes such as the United Nations Fellowship Programme, UNESCO Programme, Colombo Plan, and Point Four Programme. Some well-known organizations and foundations like the U.S. Educational Foundation in India, the British Council, the Ford Foundation, the Imperial Relations Trust, London, also offer scholarships to Indian students.

Mention may also be made here of the Commonwealth Education Cooperation Plan which emerged at the Commonwealth Education Conference held at Oxford in July 1959. The delegates drew up a four-pronged plan relating to (1) Commonwealth scholarships/fellowships; (2) training of teachers; (3) supply of teachers for service in countries of Commonwealth other than their own; and (4) technical education. The plan was intended 'to set in motion constructive efforts to share resources to ever greater common advantage so that all the peoples of the Commonwealth would reap the benefit and the bonds which bind them together would be strengthened by service given and received'. Offers of scholarships under the Plan have already been received and processed.

Government of India Scholarships to Foreign Nationals for Study in India: To reciprocate the offers of scholarships from foreign governments, the Government of India offers scholarships to foreign nationals for study in India, either on an exchange basis arising out of cultural agreements or through specially instituted schemes. In addition, it has instituted the General Scholarships Scheme for African countries and those Asian countries where facilities for higher education are not as yet fully developed. The purpose of these scholarships is as much to help these countries with

⁴ See Appendix at the end of the Chapter for details.

training facilities as to promote relations of goodwill and cultural understanding with them. The scheme was instituted in 1949-50 with 70 scholarships to be awarded annually. The number of awards was increased to 100 in 1952-53 and to 140 in 1956-57. The scheme provides facilities for graduate and post graduate studies in all fields, including technical and professional.

Scholarships for Studies in India: A system of scholarships connecting all stages of education is indispensable in a system of democratic education. The Government of India supports the programmes in the state sector mainly through the following three schemes: (1) national scholarships for talented children; (2) research scholarships; and (3) scholarships for children of political sufferers.

(1) **SCHOLARSHIPS FOR TALENTED CHILDREN.** The first scheme approved for this purpose was that of Merit Scholarships in Residential Schools instituted in 1953-54. It is intended to provide facilities of good education in residential schools to gifted boys and girls. Children between the ages of five and 12 are eligible and selections are made through a series of tests and interviews. Subject to satisfactory progress, the scholarships are continued till the school leaving stage. Between 60 to 65 scholarships are awarded each year and of these, 17½% are reserved for children belonging to scheduled castes, scheduled tribes and other backward classes. The value of each scholarship is determined by a means test. It is gratifying to note that a fair number of scholars come from the lower income groups.

The second scheme sanctioned for this purpose is that of Merit Scholarships for Post-Matriculation Studies (instituted in 1956-57). Two hundred scholarships are awarded annually, strictly in order of merit, to candidates who secure top positions at the school leaving examination. Subject to satisfactory progress, the scholarships are continued up to the highest stage and scholars are free to take any course of study they choose. The value of awards is determined by a means test. The majority of the scholars come from the lower income groups.

It is proposed to expand this scheme still further in the Third Plan to include national scholarships to be awarded to talented children at the university stage. Two thousand scholarships would

be awarded each year. The awards will be made strictly on the basis of merit, at the secondary school leaving stage and also at the post-graduate stage.

(2) SCHOLARSHIPS FOR RESEARCH. The University Education Commission drew the attention of the Government of India to the marked preference of students for natural sciences as against arts, and emphasized the need to ensure that the humanities were not neglected. The scheme of Research Scholarships in the Humanities was introduced in 1953 with this objective. It provides for the award of 100 scholarships each year for research in any branch of the humanities.

(3) SCHOLARSHIPS FOR CHILDREN OF POLITICAL SUFFERERS. To meet the persistent demand from all political parties that the children of those who had suffered in the freedom struggle should be given assistance for education, the Government of India has instituted a scheme for the grant of scholarships and other educational facilities to the children of political sufferers whose income does not exceed Rs. 300 p.m. The scheme will initially be implemented by the state governments with the Government of India sharing the expenditure on a 50 per cent basis. In Union territories, the entire expenditure is met by the Government of India.

Welfare of Indian Students Abroad : An important central responsibility in education is the welfare of Indian students abroad. Its origin goes back to 1909 when two bodies known as the Advisory Committee and the Bureau of Information were started under the aegis of the Secretary of State for India. In 1925, a full-fledged Department of Education was created in the office of the High Commissioner for India in London. As the flow of Indian students to the U.S.A. and Canada increased, an Education Liaison Officer was appointed in the Indian Agency at Washington in 1945.

Since the attainment of independence, the number of Indian students going abroad for higher studies has increased very greatly. It is estimated that by 1947 about 800 students went abroad every year. This increased to about 1,200 by 1952-53, 3,400 by 1955-56, and 3,800 by 1958-59. The total number of students studying abroad has also increased in proportion and at present, it is estimated that about 13,000 Indian students are studying abroad—3,000 in the U.K., 4,500 in the U.S.A., 2,500 in Germany and the rest in

about 40 other countries. With this increase in the number of Indian students abroad, steps had to be taken to strengthen the two units already set up in the U.K. and the U.S.A. and to establish two more units, one in Bonn and the other in Nairobi. The first was necessitated by the large increase of Indian students in Germany and the second by the need to operate the Government of India scheme of scholarships to African students and to help the students of Indian origin in East Africa to come to India for higher studies. In other countries, it is the responsibility of the Indian Missions there to look after the welfare of Indian students.

The activities of student welfare undertaken by the educational units of the Indian Missions in U.K., U.S.A., and West Germany are varied and include assistance in obtaining admissions, reception on arrival and arrangements for accommodation and welfare. In particular, they have to assist students in cases of illness or unforeseen distress and in getting passage facilities to India on the completion of their studies. For students in receipt of government scholarships, they have a still greater responsibility because such students are practically 'State awards'. Although these units were set up primarily for student welfare, their functions in practice have gone further. All of them have now become clearing houses of educational information for India and the countries of their location. They also organize a number of activities to promote closer cultural ties between India and these countries, assist visitors from one country to another, and help in arranging programmes for exchange of personnel.

VI. Social Education

The New Concept of Social Education : The Government of India did not develop any direct programme in social education prior to 1947. With the attainment of independence, however, the situation changed materially and it was felt that the Centre could no longer remain indifferent to a sector so vital to the growth of democracy. As early as 1948, the Government of India outlined the main objectives and techniques of adult education in the context of the new aspirations of the people. It was obvious that mere 'literacy' could no longer be the sole or even the major objective of the programme, partly because it had failed to enthuse adults in the past

and partly because it was of limited practical utility. It was, therefore, felt that the entire programme should be replanned with the wider objective of making the adult a responsible citizen in the new society that has been taking shape in the post-independence period. This would, no doubt, include literacy; but it would also go beyond it and embrace education in citizenship and health, appreciation of science as applied to everyday life, acquisition of information and skills that would improve vocational efficiency, and development of cultural and recreational programmes. With a view to emphasizing this objective of socializing the individual and distinguishing it from the earlier programmes of mere literacy or academic education, the term 'adult education' was abandoned in favour of 'social education'. It has since become widely current in India.

Development of Social Education (1947-61): During the first four years of independence, the programmes of social education were mainly in the state sector. While every state made some headway in developing the new concept, some states like Madhya Pradesh organized large-scale and challenging programmes which created immense popular enthusiasm. The main central activity during this period, was to co-ordinate and serve as a clearing house, and to provide advisory extension services to workers in the field.

The bulk of social education activity in the country continued to be in the state sector during the First Plan also. By now, however, a few central schemes had also been initiated. The most important of these was the 'pilot project of intensive development of social education in selected areas'. In each such area, there were to be five community centres, a janata college and an integrated library service. The community centres were to have reading room facilities in addition to adult literacy classes and were also to organize cultural and recreational activities. The janata colleges were to train village leaders through programmes of democratic living and citizenship. The library service was to be organized to reach all the villages in the area and was to be fed by a mobile library unit from a regional library. Under another important scheme, a beginning was made in the organization of a well-knit library system in the country by setting up a State/Central library in each state

capital and a district library at each of the district headquarters. The results achieved are briefly summarized in Table 4.

TABLE 4: EXPENDITURE INCURRED AND INSTITUTIONS SET UP UNDER SOCIAL EDUCATION SCHEMES

			Expenditure incurred (Rs. in lakhs)	No. of institutions set up or assisted
1. Model community centres	..	..	20.92	160
2. Integrated library service	..	..	11.91	25
3. Development of primary schools as schools cum-community centres	..	..	18.20	454
1. Improvement of library service				
State/Central libraries	..	..	103.89	8
District libraries	..	..	33.43	143

The main need that identified itself in the Second Plan was the training of personnel required in different fields of social education. The Ministry of Education, therefore, started the National Fundamental Education Centre for the training of district social education officers who were to be in charge of all social education activities within their own districts. The Centre also carries out research in social education, produces prototype materials for social education organizers and functions as a clearing house of information. It has so far trained 81 district social education officers.

Libraries : The scheme of library development was continued in the Second Plan and by 1961, most of the states in India had already established central libraries at the state level. A good many district libraries have also been set up. With a view to channelizing the interest that had been created in the library movement in the First Plan, the Government of India appointed a Library Development Committee which recommended the organization of a country-wide library service based on suitable statutes and supported by funds specially raised for the purpose. In the light of its recommendations, it is proposed to extend the work of central and district libraries down to the block level so that even the block and village

Instructional body share equal and almost equal access to available state facilities for training public. It is interesting that with a literacy rate around 50 per cent there is a large body of trained teachers. For this purpose, the Institute of Library Studies has been established in the Delta University. The Institute offers a two-year education course and a one-year diploma course.

The Delta Public Library was established in October and is co-operative with UNESCO. It has state-of-the-art facilities, including a building for reference and information department, with a children's department. It has become a model public library in the state of South East Asia. The Government of Delta supports a central library in the central area of Delta in the Delta Plan.

Development of Distance Education.—Establishing a programme of distance education in the state of Delta is a Western Social Education Institute was established at Delta in a pilot project in November 1965. It provides facilities for distance education, offering work and educational activities for women.

VII. Physical Education and Allied Activities

Establishment of College of Physical Education.—A National College of Physical Education was established at Gambia in 1965 to train a number of students in the college building in a Bachelor's degree and to act as a centre for research in physical education and sports. The centre of interest in the college which is called the Establishment College of Physical Education, offers a wide field including training in sports, recreation and competitive physical activities. The college will eventually provide for an annual intake of 100 students.

Other Programmes of Physical Education.—Another important programme introduced in the National Physical Education Centre. This has been based on physical and scientific ground physical education. The programme was introduced in 1965, through the State Government. It was a programme based on physical fitness training for the masses and to create the confidence of the people in physical education, physical efficiency and achievement. In the light of the experience gained so far, the Government is now considering more measures for expanding its scope and coverage.

Other social programmes to promote the state of physical education.—The Government is now planning to introduce

primary education facilities, and provision of transportation facilities for students of secondary and higher schools in 1955 and 1956 respectively. The Government of India cannot afford to neglect the needs of the people in the field of education. The Government will continue to do its utmost to improve the educational system.

It is proposed to continue and expand all work relating to the field of education. The Government has been continuously working for the improvement of the educational system. The Government will continue to do its utmost to improve the educational system. The Government will continue to do its utmost to improve the educational system.

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attached. An amount of Rs. 9.5 lakhs was provided in the Second Plan for the construction of ten sports stadia and 100 guest houses.

Sports activities in India are controlled by the national sports federations constituted for different games. In order to secure better administration, grants-in-aid equal to the entire salary of one paid secretaries are given to these federations. So far, five federations and state sports councils have availed themselves of this offer. Grants are also given to national sports federations and national associations to encourage them to participate in international events, to invite foreign teams to play in India, to hold competitions for championships and to arrange coaching camps for talented players. Under this scheme, Indian athletes participated in the Olympic Games at Melbourne in 1956, the Asian Games in Tokyo in 1958, the Commonwealth Games in Cardiff in 1958, and in the Olympic Games at Rome in 1960.

As shortage of playfields has hindered the progress of sports and games, grants are given to states to enable educational institutions to acquire playfields at a cost not exceeding Rs. 5,000 in each case. Grants are also given to states to assist schools to purchase sports equipment and for popularizing sports and games in rural areas.

The Scout Movement : Scouting and guiding in India were formerly controlled by a number of independent associations. In November 1950, they were merged into a single organization, the Bharat Scouts and Guides. It has two broad sections, one dealing with scouts and affiliated to the Boy Scouts International Bureau, and the other dealing with guides and affiliated to the World Association of Girl Guides and Girl Scouts. The scout movement has been of great help in promoting discipline and a spirit of selfless service among students.

No programme in this sector was taken up by the Government of India in the First Plan. Some schemes for the development of this movement were initiated in the Second Plan: (1) In order to provide facilities for holding training camps at various levels, a scheme was approved for the setting up of an All-India Training Centre at a cost of Rs. 5.8 lakhs at Pachmari. (2) An annual recurring grant, subject to a ceiling of Rs. 75,000, is paid to the Bharat Scouts and Guides to meet its deficit. (3) Financial assistance

was placed in the National Association for the advancement of physical training for their headquarters. All teams are transported to their camps with at the cost of passage for the members of teams and guides to participate in international events, to have conferences, and winter camps for girl guides. All teams are being used for holding training camps at various levels in different years especially for the promotion of scouting and guiding in rural areas. About 2,000 camps were held in the Second Plan.

In the Third Plan it is proposed to assist the construction of buildings for the National Headquarters and the establishment of a Scout Hotel in Delhi. It is also proposed to expand the movement in rural areas.

National Discipline Scheme. Manifestations of indiscipline, particularly among students, have been a source of anxiety for some time. In the years following partition, they were most marked in the refugee camps and colonies where suffering, loss and devastation had bred frustration and resentment among the inmates. The National Discipline Scheme introduced in July 1947 by the Ministry of Rehabilitation, was an attempt to arrest this deterioration in refugee camps. Its success was so pronounced that it was decided to expand it to the country as a whole. It is now a general scheme which aims at improving physique, developing character and personality, teaching elementary principles of administration and organisation, and inculcating cultural sensitivity. Since 1947, the scheme has been administered by a Directorate set up under the Ministry of Education. At present over 1,200 instructors, men and women, are imparting instruction in various schools in Jammu and Kashmir, Punjab, Himachal Pradesh, Delhi, Rajasthan, Uttar Pradesh, West Bengal, Bihar, Madhya Pradesh, Gujarat and Maharashtra. The scheme has been recently extended to the Andaman and Nicobar Islands. Extension of the scheme to Kerala and Assam is being examined. Approximately 800,000 children in over 1,500 institutions receive training under this scheme.

Considering the importance and the proven success of the scheme in canalizing the energy of the youth into healthy modes of expansion, it is proposed to extend it to more schools during the Third Plan. Recently, a Central Training Centre was started at Sariska Palace, Alwar, where 500 instructors are under training.

Three training centres are proposed to be established in different parts of the country in the Third Plan.

Labour and Social Service Schemes : On the recommendations of the Central Advisory Board of Education, two schemes of Labour and Social Service Camps have been formulated. Under the first, boys and girls from schools and colleges spend ten to 30 days in youth camps organized in villages where they render social service and get acquainted with life in rural communities. Each camper contributes four hours of *shramdan* every day. The central government meets the entire expenditure on these camps which are organized by universities, state governments, Bharat Scouts and Guides, Bharat Sevak Samaj and other voluntary organizations.

During the last two years of the First Plan, 1,470 camps were held involving nearly 200,000 campers and costing a sum of Rs. 71.34 lakhs. In the Second Plan, 5,426 camps, in which nearly 4.75 lakhs of students participated, were held, and over Rs. 1.16 crores were sanctioned towards their expenditure. A plan for the inspection and evaluation of these schemes has also been drawn up.

The purpose of the second or the Campus Work Project Scheme is to help universities, colleges and schools to provide recreational facilities for students, such as gymnasia, stadia, swimming pools, open air theatres, recreation halls-cum-auditoria, cinder tracks, pavilions, etc. An essential condition for the grant is that the staff and students should contribute at least 5 per cent of the cost in the form of skilled or unskilled labour and the institutions should bear 25% of the cost involved excluding the cost of student labour. During the First Plan, 57 projects were sanctioned at a cost of Rs. 6.8 lakhs. Another 507 projects have been sanctioned during the Second Plan and a sum of Rs. 91.20 lakhs has been paid for their expenditure. Both these schemes are being continued in the Third Plan.

Youth Welfare : The objective of 'youth welfare' is to offer young people opportunities to use their leisure profitably and to develop their personal capacities in the most satisfying manner possible. A small beginning was made in the First Plan. During the Second Plan, however, an amount of Rs. 37 lakhs has been spent on the various programmes organized for this purpose. These include:

(1) **YOUTH FESTIVALS.** Six inter-university festivals and a large

number of inter-collegiate youth festivals have been organized so far.

(2) **TRAINING IN YOUTH LEADERSHIP AND DRAMATICS.** State governments and universities organize camps for training in youth leadership and dramatics. The Ministry contributes 75 per cent of the expenditure for each camp subject to a maximum of Rs. 3,000. So far, 300 teachers have attended such camps.

(3) **ASSISTANCE FOR TOURS.** Assistance is given to students to undertake tours to places of historical, cultural and national importance. The programme has been popular and up to 1960-61, 1,750 institutions received grants, benefiting 40,112 students.

(4) **YOUTH HOSTELS.** Grants are given to the Youth Hostels Association of India and to state governments towards the cost of constructing new hostels subject to a maximum of Rs. 40,000 per hostel.

(5) **NATIONAL YOUTH CENTRE.** It is proposed to set up a National Youth Centre in Delhi with adequate facilities for recreational and cultural activities.

VIII. Development of Hindi

The Constitution provides that Hindi should ultimately be the official language of the Union. This decision has two important educational implications: (1) Hindi has to be quickly enriched and developed so that it could be used as the official language of the Union; and (2) steps have to be taken to propagate Hindi, especially in the non-Hindi areas.

Scientific and Technical Terminology: An important step to enrich Hindi and to make it a suitable medium for modern thought is to develop a standard scientific and technical terminology. It was estimated that about 350,000 new terms would have to be prepared for the purpose. The Ministry of Education, therefore, constituted in 1950 a Board of Scientific Terminology, consisting of eminent scientists and linguists, to prepare a terminology that would be adopted, not only in Hindi, but in other Indian languages as well. As a result of the immense labour put in by a large number of scholars, about 290,000 scientific and technical terms have been prepared so far. With a view to placing this work on a proper basis, the Board has since been replaced by a Standing Commission for Scientific and Technical Terminology. Dr. D. S. Kothari has been

appointed the Chairman of the Commission which will consist of six other members, with the Director of the Central Hindi Directorate as non-member Secretary. To secure the active association of the central ministries, state governments, universities and other learned societies with this work, a high level advisory board has been constituted to advise the Government of India. The Minister of Education is the Chairman of this Board which consists of (i) a representative each from the Ministries of Education, Scientific Research and Cultural Affairs, Information and Broadcasting, Home Affairs, and the University Grants Commission ; (ii) a representative of each state government ; (iii) ten members to be nominated by the Ministry of Education to represent universities, learned societies and other interests ; and (iv) the Chairman of the Standing Commission for Scientific and Technical Terminology.

For terminological work pertaining to fields other than science and terminology, a Review and Coordination Committee has been established. It consists of eminent experts in the field and the chairman is Dr. R. D. Sinha Dinkar. A consolidated glossary of all the terms prepared so far has been compiled. The work of preparing manuals on the basis of the terminologies evolved has also been started. A standard manual on chemistry has been published. Manuals on botany, physics, agriculture, commerce, medicine and educational psychology have been written and are being finalized. Manuals relating to civics, economics, education, engineering, mathematics and zoology are under preparation.

Development of Hindi : A number of programmes have been initiated for the development of Hindi. (i) It has been decided to bring out a Hindi encyclopaedia in ten volumes at an estimated cost of Rs. 7 lakhs. The work has been entrusted to the Nagari Pracharini Sabha, Varanasi. The first volume of the encyclopaedia has been published while the second is nearing completion. (ii) The publication of revised and annotated editions of standard Hindi works which are now out of print has been taken up and entrusted to the Allahabad University. (iii) Omnibus volumes of the works of eminent Hindi writers are proposed to be published and the assignment of preparing the first six works has been entrusted to selected scholars and universities. (iv) It has been decided to institute prizes for manuscripts of works on scientific and technical

subjects. Another scheme envisages the preparation of histories of sciences. The work on five projects under it has been entrusted to selected universities. (v) It is also proposed to translate about 300 standard textbooks from foreign languages into Hindi in the first instance. The work has been assigned to different universities. (vi) A Basic Grammar of Modern Hindi has been published in English ; the Hindi version is under preparation. (vii) The designing of keyboards for Hindi typewriters and teleprinters and the development of a suitable shorthand notation for Hindi and other modern languages has been undertaken. The report of the Hindi Typewriter and Teleprinter Committee in regard to keyboard for the Hindi typewriter/teleprinter has been published. The keyboard for the typewriter has been finalized. The report for the keyboard for the teleprinter is under consideration. The work of carrying out morphophonemic analysis of Hindi and other Indian languages is expected to be completed shortly. As soon as the analysis is over, the work of evolving a suitable notation for Hindi shorthand will be taken up.

In the Third Plan, a scheme for the production of popular books in Hindi in inexpensive editions has been undertaken. As a first step, about 200 titles have been selected and they include translations of well-known world classics, edited reprints of standard works in Hindi and specially commissioned original works.

Propagation of Hindi : To propagate Hindi the Government of India has adopted a number of measures. (i) Since it is essential that all government servants should have a good working knowledge of Hindi, a scheme has been drawn up under which facilities are provided to employees of central and state governments to learn Hindi. The scheme is being implemented by the Ministry of Home Affairs. (ii) Assistance is given to non-Hindi speaking states for the propagation of Hindi under three schemes. The first scheme envisages the appointment of at least one Hindi teacher in each high and higher secondary school ; under the second, each non-Hindi speaking state is assisted towards the opening of a training college in order to provide an adequate number of qualified Hindi teachers ; and under the third, grants are given for the purchase of library books in Hindi. (iii) A Kendriya Hindi Shikshan Mandal has been set up as an autonomous body to supervise and control the

Kendriya Hindi Shiksha Mahavidyalaya, Agra. This Mahavidyalaya provides facilities for research and training of Hindi teachers on scientific lines and also for the study of advanced Hindi literature and comparative philology of modern Indian languages. (iv) Attempts are being made to develop closer contacts between Hindi-speaking and non-Hindi-speaking areas. For this purpose, lecture tours of eminent writers, visits of debating teams of schools and college students and seminars of teachers from the Hindi areas are organized in the non-Hindi areas and *vice versa*. (v) Gifts of Hindi books are made to school and college libraries in the non-Hindi-speaking areas. (vi) Scholarships for post-matriculation studies in Hindi are given to students from the non-Hindi States. Every year, about 110 awards are made, the distribution among the non-Hindi-speaking states being on the basis of population. Some of the scholars have already completed their post-graduate courses and have found employment with the state government concerned. A few have also been absorbed in the Government of India scheme to teach Hindi to central government servants in South India.

Central Hindi Directorate : In view of the expansion of activities which took place in the Second Plan and the still greater expansion envisaged in the Third Plan, a separate Hindi Directorate was established in 1960 as the main executing agency for the programmes of developments.

IX. Pre-primary Education and Child Welfare

Since the attainment of independence, the efforts of the Government have been mainly concentrated on the development of primary, secondary, university and technical education. The development of pre-primary education has, therefore, been left mostly to private effort. In the state sector, governments generally confine themselves to assisting training institutions for teachers, conducting a few pre-primary schools as models, and giving assistance to private organizations conducting pre-primary schools.

The central activities in this field during the First and Second Plans have been on a limited scale. The most important of these is the scheme of *Balwadis* developed by the Central Social Welfare Board. A *Balwadi* combines some programmes of pre-school education with those of child-welfare and is eminently suited for the deve-

lopment of pre-school education in the rural areas. At present, about 1,000 *Balwadis* are conducted as an integral part of the programmes of social welfare projects. Under another scheme, the Centre gives assistance to voluntary organizations for the development of pre-primary education. Under a third scheme, a 'Bal Bhawan' has been established at Delhi as a pilot project for promoting Bal Bhawan movement throughout the country. It is managed by an autonomous Board of Governors and has open air and covered theatres, a reading room, rooms for arts and crafts, swimming pools, gymnasia, workshops and other recreational facilities. A National Children's Museum is also being set up in Delhi as an adjunct to the Bal Bhawan. It has now been suggested that the Museum and the Bhawan should be administered by a joint Board.

It is proposed to expand the programme of pre-primary education in the Third Five-Year Plan considerably and a provision of Rs. 3 crores has been allocated for the purpose. Out of this, a sum of Rs. 1 crore will be devoted to the strengthening and expansion of *Balwadis* and the remainder will be utilized for the development of intensive and integrated projects of child welfare in selected areas.

X. Education of the Handicapped

In 1944, a joint committee of the Central Advisory Boards of Education and Health submitted its report on blindness in India. The recommendations of the committee showed that unless the central government intervened it would be difficult to solve some of the most pressing problems in the education of blind children. In 1947, therefore, the Ministry of Education instituted a small unit to deal with the problems of the blind, and the first task assigned to the unit was to implement the recommendations of this report. Later, the functions of the unit were extended to include the education and welfare of all categories of the handicapped.

Bharati Braille : One of the earliest programmes developed in the central sector was to produce Braille literature and appliances. For this purpose the Bharati Braille, which is a common Braille code for all Indian languages, was evolved with the assistance of UNESCO (1951).

National Centre for the Blind, Dehra Dun : In the same year, a Central Braille Press was established at Dehra Dun and three years

later, a small workshop for the manufacture of Braille appliances was added to the press. This workshop is at present making almost all the basic appliances needed for the education of the blind. The appliances, as well as Braille literature, are sold at subsidized prices to blind individuals and to institutions for the blind.

Dehra Dun became an important centre of activities for the blind with the establishment in 1943 of St. Dunstan's Hostel for those blinded in war. By the end of 1949, however, the blinded ex-servicemen in the hostel had nearly completed their training. At the suggestion of the Ministry of Defence, the Ministry of Education took over the administration of this institution with effect from 1950. It was renamed the Training Centre for the Adult Blind, and admission was thrown open to blind adults from all over the country. The main purpose of this Centre is to impart vocational training to the adult blind with a view to helping them towards economic independence. Today, the Centre has accommodation for 150 men and 35 women. All the trainees are provided with free board, lodging and clothes in addition to free tuition. A Model School for Blind Children was also established at Dehra Dun in 1959. At present, only the primary section is working, but it is hoped that eventually the school will develop into a higher secondary school.

In the Third Plan, it is proposed to develop the National Centre for the Blind at Dehra Dun by expanding the existing activities and by the addition of a National Braille Library and an After-Care Organization for the Blind.

Scholarships: In order to assist handicapped persons to attend educational institutions for normal children, a scheme for awarding scholarships to the blind was approved in 1952-53. These scholarships were meant for general education as well as for technical or professional training. Originally, 50 per cent of the expenditure was to be met by the states concerned; in 1955-56, however, the scheme was revised and the entire expenditure was taken over by the centre. At the same time, similar schemes were also approved for the deaf and the orthopaedically handicapped. About 630 scholarships have so far been awarded.

Surveys: Exact data regarding the size and nature of the problem of the handicapped in India are not available as the

enumeration of handicapped persons was last carried out in the 1931 census. Surveys based on random sampling methods have, however, been carried out in Delhi, Bombay and Kanpur. The National Sample Survey of India has also started collecting information in regard to the handicapped in some of its surveys in rural areas.

Employment : A comprehensive scheme for setting up employment offices for the handicapped has been prepared. The main feature of this scheme is the establishment of special employment offices for the physically handicapped in selected areas. Such special offices have been established so far at Bombay, Madras and Delhi. By the end of the Third Plan, each state is expected to have one special employment office for the physically handicapped.

Hearing Aids : The National Physical Laboratory has developed indigenous group and individual hearing aids which have been found to be as effective as the imported ones and can be manufactured at a much smaller cost. The possibility of having them commercially produced is now being examined.

Third Plan Schemes : Some of the schemes included in the Third Plan are: (1) the establishment of a training centre for the adult deaf at Hyderabad on the lines of the Training Centre for the Adult Blind at Dehra Dun; (2) the training of teachers for the handicapped; (3) establishment of a school for the mentally deficient in Delhi; and (4) liberalization of the grant-in-aid now given to voluntary organizations for work among the handicapped.

XI. Educational Research

A significant function of the central government is the promotion, publication and coordination of educational research. Prior to 1917, hardly anything had been done to perform this function. During the last 14 years, a good deal of useful spade work has been done and the foundations of a sound policy in this sector have been laid.

Central Educational Institutes : The Ministry of Education has attempted to promote educational research in two ways. First, it has established a number of central institutions for promoting research in particular areas. In 1948, the Central Institute of Education was established at Delhi, with the object of training teachers and developing research. The institution has established itself as one of the leading training institutions in the country and

prepares students for B.Ed., M.Ed. and Ph.D. degrees of the Delhi University. The second institution was the Central Bureau of Educational and Vocational Guidance, established in 1954 and merged in the Central Institute of Education in 1960. It is engaged in helping to develop a guidance movement in the country as a whole. The third institution to be established was the Central Bureau of Textbook Research (reference to it will be made in Section XII). In 1955 was established the All-India Council for Secondary Education. The Directorate of Extension Programmes for Secondary Education whose programmes have been described earlier was created in 1959. In 1956, two more institutions established were the National Institute of Basic Education and the National Fundamental Education Centre (referred to earlier). The seventh and the youngest institution is the National Institute of Audio-visual Education established in 1959. It is meant to be a national centre for training, research and extension work in audio-visual education. All these central institutions have been able to develop some research programmes, but their main contribution so far has been in training and extension.

National Council of Educational Research and Training : A recent review of the working of these institutions revealed that their research functions would perhaps be more effectively performed if the institutions are integrated into a unified organization with greater resources of personnel and expertise at its command. It has, therefore, been decided to merge all these institutions into a single institution, to be called the National Institute of Education, and to place it under an autonomous organization called the National Council of Educational Research and Training. The Council will consist of the Minister for Education (*ex-officio* President), the Educational Adviser to the Government of India (*ex-officio* Vice-President), the Vice-Chancellor of the Delhi University, the Chairman of the University Grants Commission, one representative of each state government who shall be the Education Minister of the State (or his representative) and persons, not exceeding 12, to be nominated by the Government of India. It will function, for purposes of day to day administration, through a Governing Body and a Board of Educational Studies. The main objects of the Council are to undertake, aid, promote and coordinate research in all

branches of education, to organize pre-service and in-service training of educational personnel at an advanced level, to organize extension services, to establish and conduct the National Institute of Education, and to establish and conduct regional institutes in different parts of the country for the promotion of research, training and extension in general and the development of multipurpose secondary education in particular. The Constitution of the Council has been approved and it has been duly registered under the Registration of Societies Act of 1960. The programme of the Council is expected to develop on a large-scale in the years ahead for which an adequate provision has been made in the Third Plan.

Scheme B-2 : Another measure initiated by the Ministry of Education to promote educational research in India has been to give grants-in-aid for approved research projects. This scheme was introduced in 1953-54, and to start with, it was restricted to training colleges working on problems connected with secondary education. Its scope has since been enlarged and grants are now given to institutions other than training colleges and also for research in problems other than those of secondary education. The items of expenditure admissible for grants-in-aid include salary and allowances of research assistants, books and other equipment needed for research, stationery, printing and contingencies. The institution undertaking the project is not required to incur any expenditure directly because grant-in-aid is given on a hundred per cent basis ; but it has to provide free accommodation for the research staff and allow free use of the furniture, library and other research equipment available with it. Table 5 shows the progress of the scheme so far.

Fifty-six research projects have been taken up under the scheme so far. Of these, 38 have been completed, two had to be stopped on account of unsatisfactory progress and 16 are in progress. Within the modest expenditure incurred, the scheme has shown promising results. It has served to develop a certain research-mindedness in training colleges and other institutions participating in the programme.

XII. Other Educational Programmes

In addition to the schemes described earlier in Sections I—XI, the Ministry of Education has initiated a number of other important

TABLE 5: PROGRESS OF THE SCHEME FOR PROMOTION OF EDUCATIONAL RESEARCH (1953-54 to 1960-61)

Year	Total grant sanctioned	Projects in progress		Total
		Continuing	New	
1953-54	59,498	..	16	16
1954-55	91,894	16	3	16
1955-56	53,896	18	1	19
1956-57	76,067	19	5	24
1957-58	1,20,453	20	15	35
1958-59	1,69,244	31	8	39
1959-60	1,24,327	37	2	39
1960-61	73,061	27	6	33

schemes in the central sector. The more significant of these are briefly described below.

Teachers: One of the important problems that had to be faced in 1947 was the generally low salary scales of teachers. During the last 14 years efforts have been made continually to improve them. The state governments and Union territories have revised the scales of pay of teachers from time to time.⁵ Towards the end of the First Plan, the problem was again comprehensively reviewed and it was found that the pay scales of primary and secondary teachers were still very low. A special scheme was, therefore, introduced in the Second Plan under which assistance was offered to state governments on a 50% basis to upgrade the pay scales of primary and secondary teachers. A good deal of improvement has already been made during the last five years; efforts to improve pay scales further will continue to be made in the Third Plan.

Two other schemes deserve notice here. The first is the scheme of National Awards for Teachers introduced in 1958-59. The object of the scheme is to raise the prestige of teachers and to give public recognition to distinguished teachers who have

⁵ The details of these revisions have been described in the appropriate context in Chapter 3 in this Part and Chapters 5-19 in Part II.

rendered meritorious service to the community in their professional life. The scheme at present has been confined to practising teachers who have put in at least 20 years of recognized service in primary, middle, high and higher secondary schools. The following factors are taken into consideration while making the selection: (a) reputation in the local community; (b) academic efficiency and the desire for its improvement; (c) interest in and love for children; and (d) participation in the social life of the community. The preliminary selections are made by the concerned state government/ Union territory administration; the final selections are made by the Ministry of Education. Each award consists of a Certificate of Merit and a cash sum of Rs. 500. In the first year, the number of awards was limited to 32; it has since been raised to 71. The awards are given away by the President of India at a special annual function held in New Delhi.

The Government of India have adopted, in the Third Plan, a scheme of scholarships at the university stage for meritorious children of primary and secondary school teachers.

Assistance to Voluntary Educational Organizations: Voluntary educational organizations have played and are playing a vital role in the development of education in India. While the main responsibility to assist them rests upon the state governments, the Ministry of Education also gives financial assistance to institutions engaged in experimental work of educational significance. Assistance is usually given for non-recurring expenditure only; but, where necessary, recurring grants-in-aid are also given for a limited period.

The scheme was initiated in 1955 and the extent of assistance given during the last seven years is set out in Table 6.

Loans are also sanctioned to voluntary organizations for the construction of hostels. This scheme covers institutions conducted by state governments as well. The amount of the loans is recoverable in easy long-term instalments. The loan is first advanced to the state governments who assume responsibility for its recovery and they re-sanction it to the institutions concerned. Ordinarily, the loans bear interest; but in circumstances meriting special consideration, there is provision for the grant of a subsidy equal to the amount of interest payable. The total amount of loans sanctioned under the scheme so far comes to Rs. 1.37 crores.

TABLE 6: ASSISTANCE TO VOLUNTARY ORGANIZATIONS

Sl. No.	Field of education	No. of institutions assisted	Total grant (Rs. in lakhs)
1.	Pre-primary, elementary and basic education ..	75	22.25
2.	Secondary education	146	52.48
3.	Higher education	4	1.80
4.	Development and propagation of Hindi ..	11	11.27
5.	Propagation of Sanskrit	56	2.69
6.	Social education and social welfare ..	132	53.88
7.	Education of the handicapped	39	9.49

Textbooks : The problem of textbooks has received much attention in recent years. At the primary stage, a large number of state governments now produce their own textbooks. Free supply of textbooks is also arranged to some extent.⁶ The Secondary Education Commission which examined the textbooks used in schools remarked that in general they showed a serious lack of planning in terms of content, presentation of material and production. They recommended that the states should set up textbook committees to look into this problem and should take steps to remedy the situation. Action on these lines has been taken in several states.⁶

The Government of India established a Central Bureau of Textbook Research in 1954 to help remove common defects in textbooks by (a) undertaking research in textbooks and allied problems and (b) making available its findings to the states and other agencies interested in the production of textbooks. As a corollary to its work, the Bureau also undertook studies of syllabus in different subjects and framed, in cooperation with teachers, a detailed syllabus in social studies and general science for the basic and non-basic schools of Delhi. The Bureau has published a comparative study of the procedures followed by different states in the selection of textbooks, and a monograph on the problems of State

⁶ The details will be found in the relevant context in Chapters 5-19 in Part II.

textbook production in India. It has also developed suitable criteria for the evaluation of textbooks in some of the important subjects at the primary level.

In the Third Plan, it is proposed to give high priority to the problem of improving textbooks at all stages. The programmes that are proposed to be undertaken include (1) the production of textbooks at the university stage in India in collaboration with foreign publishers; (2) to expand the Central Bureau of Textbook Research and to bring out model textbooks in a number of subjects, particularly in science; and (3) to adopt measures to improve the quality of textbooks, to increase their supplies and to prolong their life.

Production of Literature : The Ministry of Education is also trying to promote the development of suitable literature for children and teachers, for neo-literates, and for the general reading public in all parts of the country.

Production of Literature for Children : An important central project in elementary education relates to the production of literature for children. As early as 1954, a prize competition was introduced to encourage authors and publishers to bring out suitable literature for children in the modern Indian languages. Besides awarding prizes to authors, the Government also purchases not more than 2,000 copies of each prize winning book for distribution to school libraries, educational institutions, and children's centres. The prize competitions, which are held annually, have not only stimulated the production of children's literature but have also raised its quality. The scheme is supplemented by the programme of organizing *Sahitya Rachanalayas* to train authors in the technique of writing suitable books for children, and by the production of good and cheap books for children, either directly under the aegis of the Government or through private publishers. Assistance is also given to the Children's Book Trust, Delhi, to set up a press to produce good books for children at moderate prices.

Production of Literature for Neo-literates : Through the agency of Idara-e-Talimo-Taraqi, Jamia Millia, New Delhi, the Government of India started a programme of publishing small pamphlets in Hindi for neo-literates in 1950. In the short period of about five years, 181 pamphlets were prepared and 10,000 copies of

each were distributed throughout the country. Private publishers have taken up the lead and are now producing literature for the neo-literates on a fair scale.

In 1953 was adopted a scheme to train authors to write for neo-literates. This programme was initiated with the assistance of the Ford Foundation, which helped the Government of India to organize four multilingual literary workshops (later called *Sahitya Rachanalayas*) in four different parts of the country. The Government has now launched its own programme of *Sahitya Rachanalayas*. Each workshop is, however, confined to one language only. To date 17 *Sahitya Rachanalayas* have been organized.

A scheme for the award of prizes to authors of the best books for neo-literates was initiated in 1954. In the following years, seven such competitions were held and 230 prizes of Rs. 500 each and 35 prizes of Rs. 1,000 each have been given. The scheme also provides for the bulk purchase of 1,500 copies of each prize book.

A scheme for the publication of an encyclopaedia for neo-literates was formulated in 1952. The first part of this encyclopaedia in Hindi, called *Gyan Sarovar* was published in 1956 and the second part came out in 1958. Parts III and IV are now ready for press and Part V is under preparation and is expected to be completed in another year. To help the advanced reader to obtain information on various topics of interest, both scientific and cultural, the preparation of an encyclopaedia called *Hindi Vishwa Bharati*, was subsidized. Seven volumes of this book have already been published.

In 1958, the Ministry of Education, in cooperation with UNESCO, announced a scheme for the award of prizes to books for the new reading public. These books were intended to 'bridge' the gap between neo-literates and adult readers. In the first competition held under this scheme, authors of four Hindi books and two Bengali books were selected for award of about Rs. 2,200 each. The second competition has been announced recently. The Ministry also cooperates with UNESCO in its reading materials project and participates in all the activities planned under it.

Production of Literature for the General Reading Public: The Ministry of Education, in cooperation with various other Ministries, has established an autonomous body called the National

Book Trust of India to promote the production of low-priced books in large editions which will cater for common readers in the Indian languages. Since its inception in 1957, the Trust has published 20 books in various Indian languages.

Development of Sanskrit : Sanskrit holds a unique position in the cultural life of the country and is a potent force for its emotional integration. Its study unfolds before the Indian reader not only the heritage that is common to a large section of the nation but brings him into touch with some of the finest literature in the world. It also brings home to the student the important fact that various languages of India are nearer to one another than some of us are apt to imagine. Thus, for the better integration of Indian national life and for the appreciation and preservation of its culture, the Government of India attach a great deal of importance to the study and propagation of Sanskrit. For this purpose, a Sanskrit Commission was appointed under the chairmanship of Dr. Suniti Kumar Chatterji and steps are now being taken to implement its recommendations. As suggested by the Commission, a Central Sanskrit Board has already been set up to advise the Government on the propagation and development of Sanskrit. Another recommendation made by the Commission was that a Central Sanskrit Institute should be established, preferably in the South. This matter has been examined carefully in consultation with the University Grants Commission and the Central Sanskrit Board and it has been decided to establish the Central Sanskrit Institute at Tirupathi in Andhra Pradesh. The other programmes undertaken include payment of grant-in-aid to voluntary Sanskrit organizations (including the *Gurukulas*) for propagation and development of Sanskrit, the grant of scholarships to students coming out of Sanskrit *pathashalas* and assistance to the Deccan College Post-Graduate and Research Institute, Poona, for the preparation of a Sanskrit Dictionary based on historical principles.

Promotion of Gandhian Teachings : In view of the vital significance and basic importance of Gandhian teachings and philosophy, it was felt necessary that students should have the opportunity to study them and feel their intellectual and moral stimulus. The Central Advisory Board of Education recommended that Gandhiji's teachings should be included in the curricula of

schools and colleges. The Ministry of Education, therefore, appointed a committee in 1955 to examine the questions and submit proposals in this regard. At its meeting held in January 1957, the committee recommended that suitable publications should be brought out incorporating Gandhiji's contribution in important fields especially his views on and experiments in education; that special lectures should be arranged on Gandhian teachings at university and school levels; and that schools should be encouraged to undertake projects for teaching Gandhiji's ideas. In pursuance of these recommendations, the Ministry of Education brought out two books entitled *Gandhiji's Experiments in Education* and *Gandhiji's Thoughts on Education*. Special lectures by Kumari Manuben Gandhi were organized in selected schools in Delhi, Maharashtra, Gujarat, Uttar Pradesh and Orissa. Copies of the UNESCO publication *All Men are Brothers* accompanied by a guide note to teachers on how to use the book were distributed to all secondary schools in India.

Promotion of Inter-State Understanding: One of the disquieting trends in the nation's life in recent years has been the upsurge of fissiparous tendencies. Regional and communal conflicts have shown up again and again and have not left the student population untouched. The Government of India considered it vital that these disintegrating tendencies should be countered by inculcating in the students a proper appreciation of the cultural and emotional unity of the country. A programme was, therefore, initiated to bring together selected students from different states in regional and national camps so that they may learn about the varied contribution which each region makes to enrich the life of the nation. These rallies are held at the time of the Republic Day celebrations at Delhi. In addition, brochures on the different regions of India are prepared and distributed. A book entitled *Guide to West Bengal and Assam* was recently distributed to all secondary schools with a guide note to teachers on how to use the book for achieving the objectives of the scheme. Student tours, youth hostels, scouting and guiding, regional and national sports festivals are also encouraged under this scheme.

The problem of national emotional integration is extremely significant at present. The Ministry of Education has appointed

a committee, under the chairmanship of Dr. Sampurnananda, to examine the problem in all its aspects and to make recommendations regarding the manner in which a programme of emotional integration can be promoted through schools. In the light of the recommendations to be made by the committee, a suitable programme is proposed to be launched in the Third Plan.

Welfare of Displaced Students from Pakistan: A central educational activity which began almost simultaneously with the attainment of independence was the welfare of displaced students from Pakistan. The schemes of rehabilitation developed by the Ministry of Rehabilitation to assist displaced persons to regain normal life included the grant of financial assistance to (i) displaced students from East and West Pakistan; and (ii) students belonging to indigent families displaced from West Pakistan. Under the first scheme, assistance is given generally in the form of freeships at the school stage and stipends at the collegiate stage; under the second scheme, it is given in the form of scholarships whose value ranges from Rs. 10 to Rs. 60 per month.

It was originally felt that the task of rehabilitation would be completed within ten years from the date of partition. As this was not possible, it was decided in 1957 that the schemes of rehabilitation should be transferred to the Ministries concerned. The schemes mentioned above were accordingly taken over from the Ministry of Rehabilitation. The total expenditure on these schemes came to Rs. 27 lakhs in 1958-59, Rs. 15.3 lakhs in 1959-60 and Rs. 60.2 lakhs in 1960-61.

The Social Welfare and Rehabilitation Directorate: This organization was transferred to the Ministry of Education in January 1960. It had been formed in 1947 for the rehabilitation of refugees, particularly unattached and destitute women and children. It now conducts 19 training-cum-production centres in Delhi. More than 20,000 trainees have been trained so far in handicrafts like tailoring and cutting, hand embroidery, machine embroidery, knitting, etc. The centres employ more than 1,500 wage earners in trades like embroidery, hosiery, leather goods, *khadi*, etc. Sales of the goods produced at the centres are promoted through the refugee handicrafts shops located in Connaught Place, New Delhi, and also through the centres themselves.

Education of the Children of the Employees of the Government of India: The Central Pay Commission recommended that the Government of India should provide facilities for the education of the children of central government employees who are liable to transfer from one state to another. At present, the education of the children of these employees suffers very greatly because schools teaching through the mother tongue of the children are not always available in places where the parents happen to be posted. It has, therefore, been suggested that the Government of India should maintain a few educational institutions in areas where central government employees are posted in large numbers and that medium of instruction in these institutions should be Hindi or English. A scheme to this effect is proposed to be implemented in the Third Plan.

XIII. Third Five-Year Plan

The central sector of the Third Five-Year Plan in education has been drawn up with a programme limit of Rs. 7,200 lakhs. A sum of Rs. 3,700 lakhs has been allocated to the University Grants Commission and the balance of Rs. 3,500 lakhs has been assigned for the programmes of the Ministry of Education. This outlay of Rs. 3,500 lakhs includes Rs. 210 lakhs for elementary and basic education, the most important project in the sector being the organization of extension service departments in 120 training institutions at an estimated cost of Rs. 90 lakhs. Provision of Rs. 1,088 lakhs has been made for secondary education. This includes Rs. 360 lakhs for the establishment of regional training colleges for training teachers of technical subjects, Rs. 68 lakhs for educational and vocational guidance, Rs. 56 lakhs for examination reform, Rs. 100 lakhs for strengthening multipurpose schools, Rs. 96 lakhs for extension services in training colleges, Rs. 34 lakhs for expansion of the Directorate of Extension Programmes for Secondary Education and Rs. 20 lakhs for the development of the Central Institute of English. A provision of Rs. 315 lakhs has been made for higher education and it includes Rs. 120 lakhs for correspondence courses and evening colleges, and Rs. 120 lakhs for rural institutes. Programmes of physical education, games and sports and youth welfare activities have been allocated Rs. 585 lakhs and these

include Rs. 120 lakhs for campus work projects, Rs. 85 lakhs for National Discipline Scheme, Rs. 74 lakhs for the National Coaching Scheme, and Rs. 30 lakhs for the Lakshmibai College of Physical Education. A sum of Rs. 240 lakhs has been provided for the development of Hindi, and Rs. 75 lakhs for the propagation of Sanskrit. The provision for scholarships is Rs. 400 lakhs, the most important new item being the National Scholarships Scheme (Rs. 307 lakhs). A sum of Rs. 300 lakhs has been provided for programmes of child welfare and pre-primary education. The other programmes include social education (Rs. 92 lakhs); education of the handicapped (Rs. 99 lakhs); National Archives (Rs. 50 lakhs); and audio-visual education (Rs. 31 lakhs). Details about the programmes to be implemented in each of these sectors have been indicated in the appropriate context in the preceding paragraphs.

UNESCO AND THE NATIONAL ARCHIVES

Indian National Commission for Cooperation with UNESCO : India is a founder member of the United Nations Educational, Scientific and Cultural Organization which was established in 1946, and it has been participating in the programmes of international cooperation developed by UNESCO in education, science and culture. In accordance with the Constitution of UNESCO and with a view to ensuring the active participation of the people in the implementation of UNESCO programmes, the Government of India set up in 1949 an Interim Indian National Commission for Cooperation with UNESCO, broadly representative of the Government and principal national bodies interested in educational, scientific and cultural matters. The Interim Commission was placed on a permanent footing in 1951. The Union Minister of Education is President of the Commission. The Commission has held four conferences so far, one each in 1954, 1956, 1958 and 1960.

UNESCO has given assistance to India under its various programmes to promote the aims and objects of the Organization in the country and to help its social and economic development. The aid received so far from UNESCO amounts to \$4,398,958 under the U.N. Expanded Technical Assistance Programme of UNESCO insti-

tuted in 1951; \$446,074 under the Participation Programme established on a regular basis in 1955; \$26,000 under the Major Project on Scientific Research on Arid Lands started in 1957; and \$11,500 under the Major Project on Mutual Appreciation of Eastern and Western Cultural Values initiated in 1957. India has also been allocated assistance to the extent of \$2,620,200 from the United Nations Special Fund for two projects, namely, Power Engineering Research Institutes at Bhopal and Bangalore and the Central Engineering Research Institute at Durgapur for which UNESCO has been designated the executive agency.

India has been participating in some significant programmes and cooperating in important regional activities sponsored by UNESCO. A Regional Research Centre on Social Implications of Industrialization in Southern Asia was jointly established by UNESCO and India in Calcutta in 1956. The Government is contributing a sum of \$35,000 and UNESCO is providing an amount of \$91,000 every year towards the operating costs of the Centre. The scope of work of the Centre has recently been widened to include research in problems of social and economic development in the region. The Centre has recently been shifted to New Delhi and will be known as UNESCO Research Centre on Social and Economic Development in Southern Asia. Since the adoption of the Major Project on Scientific Research on Arid Lands in 1957 India has been actively participating in the work of the project. A Central Arid Zone Research Institute was established at Jodhpur to conduct research in the problems of arid lands. India has also been active in promoting the aims and objects of the Major Project on Mutual Appreciation of Eastern and Western Cultural Values and has made some notable contributions to the programmes. It is co-operating fully with UNESCO in its regional programme of primary education in Asia which is of vital importance to the region. India has agreed to the location in India of a UNESCO Regional Centre for the Training of Educational Administrators, Planners and Supervisors in Asia which is expected to start functioning soon. UNESCO already has a regional science office known as South Asia Science Cooperation Office in New Delhi (established in 1948) to coordinate and promote activities under the Natural Sciences Programme of the Organization.

India played host to the Ninth Session of the UNESCO General Conference held in New Delhi in 1956.

The National Archives of India : The office, formerly known as the Imperial Records Department, was first established at Calcutta in 1891 and was later transferred to Delhi between 1926-37. It is primarily a repository of all permanent and non-current records of the Government of India, transferred to it by the Ministries for safe custody and future reference. These records continue to be the property of the parent office from which they are received, the Archives serving only as a custodian for them. Only 22 out of the 232 government agencies have so far transferred their records to the Department and yet, the archival collection now consists of records of historical, administrative, legal and research value, occupying more than 16 miles of shelf space. Numerically, these include over 1,02,625 bound volumes, 57,13,000 unbound documents, 11,000 manuscript maps and 4,150 printed maps—the last being of considerable historical and geographical importance to the country. The Department handles annually about 49,000 requisitions from various government agencies. Papers of the East India Company dating from 1748, copies of interesting documents relating to even earlier years (whose originals are with the Commonwealth Relations Office in London) and several volumes of abstracts of correspondence between the Company and their servants in India between 1707 and 1748 are some of the interesting material stored in the Archives.

There are also records throwing light on commercial, political and military matters relating to Central and West Asian countries. Collections of oriental letters for the period 1754 to 1873, most of them in Persian, and a great many in Sanskrit, Arabic, Hindi, Bengali, Oriya, Marathi, Tamil, Telugu, Punjabi, Burmese, Chinese, Siamese and Tibetan are of special historic interest. The Department has also in its custody several documents and manuscripts acquired from private owners. The total number of such non-archival manuscripts is about 1,900 of which 1,200 are in Persian, Arabic or Urdu, 553 in English, 153 in Sanskrit, 273 in Marathi and the remaining in the other languages. Lord Canning introduced the system of printing records meant for permanent preservation and hence the bulk of the post-Mutiny records (which

constitute a considerable proportion of the total accumulation) are printed.

Researchers from all over India and often from foreign countries come to the Archives to study its records. Most of the Ministries and departments allow scholars access to their old records. To help the scholars in the task of locating and consulting relevant records, the Department prepares elaborate reference media in the form of handbooks, press-lists, indexes and calendars. As early as 1911, an ambitious project was launched for calendaring all the Persian records in the Department and the work is still in progress. Besides, the Department is publishing, *in extenso*, certain important groups of records, like the correspondence between the authorities at Fort William and those at India House. Several volumes of records in Indian languages like Bengali, Telugu and Sanskrit have also been published.

The Government of the former Bhopal State offered, in 1939, to hand over as a gift to the Government of India, their collection of records of national importance on condition that the records were held at Bhopal. On a plot of land provided by the State Government, a two-storeyed building has been since constructed at a cost of about Rs. 3 lakhs to accommodate over three lakh files and 30,000 volumes of the former State. Records of national value belonging to the other princely states such as Gwalior, Indore and Rewa are also proposed to be shortly placed in the custody of this regional office.

It has been decided to take over the records of national importance belonging to the former State of Hyderabad. The Government of India have accepted the offer of five acres of land by the Osmania University for building the staff quarters and the regional office of the National Archives of India.

On the recommendation of the Indian Historical Records Commission, the National Archives of India began to acquire, in 1948, microfilm copies of foreign records of interest to this country. The Department has so far collected about 900 reels from foreign archival repositories containing over six lakh exposures of microfilms of English, French, Dutch and other records. These microfilm copies supplement the information already available in the records of the Archives and provide rich historical information to research scholars.

Attached to the Department is a library on Modern Indian History and ancillary subjects containing over one lakh volumes which include blue-prints, parliamentary papers and a unique collection of works on the 18th and 19th century India.

Several documents and unpublished historical manuscripts are known to be still lying scattered all over the country in private custody, neglected and uncared for. Steps to salvage this valuable material are at present under consideration.

Books dealing with Indian history of the 17th, 18th, 19th and early 20th centuries which are out of print are frequently required for reference in research conducted both by the staff of the National Archives and by other research scholars. It is, therefore, proposed to buy the available copies of these books at a cost of about Rs. 75,000 during the Third Plan.

It is also proposed to set up a museum in the National Archives in order to keep on permanent display a representative selection of such documents as will have the widest popular appeal, and to explain their significance with the help of carefully prepared descriptive labels and posters. The museum will also include a representative selection of historical portraits, paintings depicting historical scenes, maps and plans illustrative of the modern period in history and exhibits depicting the history of writing and writing materials.

APPENDIX

SCHOLARSHIPS AND FELLOWSHIPS OFFERED BY OTHER COUNTRIES

Name of the agency which offered scholarships/fellowships	Number of scholarships/fellowships availed of so far	Subjects of study in general
British Council, London	78 scholarships	Post-graduate study/research in English Language and Literature, teaching of English as a foreign language, Economics, Philosophy, History, Law, Public Administration, etc., in the U.K.
Canadian Council, Canada	1 fellowship	Post-graduate study in Psychology in Canada.
Canadian Women's Press Club, Canada	1 fellowship	Visiting fellowship for Indian woman journalist.
Imperial Relations Trust (London University Institute of Education), London	14 fellowships	Investigation into educational problems of the country at the Institute (the expenditure is borne by the Government of India and the Trust on a 50:50 basis).
Indian Women's Education Association, London	2 scholarships	Post-graduate study in Education including Physical Education in the U.K.
Bulgaria	1 scholarship	Study of Slav Language and Literature in Bulgaria.
Denmark	2 scholarships	Post-graduate study in Folk High School and its application in India.
East Germany	5 scholarships	Study of German Language.
France	23 scholarships	Post-graduate study in French Language and Literature, Islamic Studies, Economics, Philosophy, Sanskrit Stylistics, etc., in France.
Norway	1 scholarship	Post-graduate study in Statistics in Norway.
Italy	1 scholarship	Post-graduate study in Commerce in Italy.
Spain	1 scholarship	Study of Spanish Language and Literature in Spain.
Sweden	3 scholarships	Post-graduate study in Political Science and Folk High School and its application in India.
Turkey	1 scholarship	Study of Turkish Language and Literature in Turkey.

Name of the agency which has secured scholarships/ fellowships	Number of scholarships/ fellowships availed of so far	Subjects of study in general
U.K.	3 bursaries	Teacher training in the U.K.
West Germany	14 scholarships	Post-graduate study in Economics, Physics, Education, Philosophy, Statistics and German Language in West Germany.
Philippines University	4 scholarships	Post-graduate study in Political Science, Journalism and History at the University.
Commonwealth Society for the Deaf, U.K.	4 scholarships	Training of the teachers of the deaf at the Cambridge University.
Technical Cooperation Scheme (Colombo Plan)	152 scholarships	Post-graduate study in various subjects under the Humanities as also scientific subjects, etc.
Technical Cooperation Mission (Point Four Programme)	52 scholarships	Study/Training in the USA.
United Nations (U.N. Social Welfare Fellowships and Scholarships Programme)	138 scholarships/ fellowships	Study/Observation in various fields of social welfare abroad.
UNESCO	22 fellowships	For specialized study/observation abroad in different fields under the Humanities.
Messrs Hellenic Lines Ltd., New York	3 free passages	..

CHAPTER 2

Ministry of Scientific Research and Cultural Affairs

SCIENTIFIC RESEARCH

History

Prior to World War I, and even several years after, scientific research in India had not attracted the attention it deserved. The need for a strong and well-staffed central research institute was brought to the fore by the outbreak of World War II in September 1939. Many sources of supply of finished products were either entirely stopped or much curtailed, and it was soon realized that, if India was to be industrially self-sufficient and an effective source of war supplies, the establishment of a central research organization was essential. It was, therefore, decided to create the Board of Scientific and Industrial Research and it came into existence in 1940.

By 1941, the activities of the Board had reached a stage when it became necessary to direct attention to the commercial utilization of the results of research. The government decided in 1942 to create a fund called the Industrial Research Fund for the purpose of fostering industrial development in the country and the Council of Scientific and Industrial Research was constituted as an autonomous body to administer the Fund. In June 1948, a separate Department of Scientific Research was created and the Council was placed under the administrative control of that Department. In January 1951, a separate full-fledged Ministry of Natural Resources and Scientific Research was set up and the scientific surveys that had been conducted earlier under the administrative control of other Ministries, were brought together to function under the new Ministry. The Survey of India, for instance, was transferred from the Ministry of Defence, and the Botanical and Zoological Surveys of India from the Ministry of Agriculture to the new Ministry.

In April 1957, the Ministry of Natural Resources and Scientific Research was abolished and a separate Department of Scientific Research and Technical Education was created under a newly con-

stituted Ministry of Education and Scientific Research. In May, 1958, the existing Ministry of Scientific Research and Cultural Affairs was created. The new Ministry¹ is also responsible for technical education and cultural affairs.

Research under the C. S. I. R.

Research work under the Council of Scientific and Industrial Research is carried on in its own laboratories that are generally known as National Research Laboratories. The pace of their establishment was speeded up after independence. New laboratories were planned and built and simultaneously equipping their laboratories and recruitment of staff were taken in hand. Research work was started—in some cases, in buildings temporarily erected and in a few cases, in neighbouring laboratories which provided the facilities—the important consideration being that work should be taken up without delay or waiting for buildings to be completed.

The Council has at present under it the following 26 national research laboratories.

1. National Chemical Laboratory, Poona.
2. Central Food Technological Research Institute, Mysore.
3. Regional Research Laboratory, Hyderabad.
4. National Aeronautical Laboratory, Bangalore.
5. Central Indian Medicinal Plants Organisation, New Delhi.
6. National Physical Laboratory, New Delhi.
7. Central Road Research Institute, New Delhi.
8. Indian Institute of Biochemistry and Experimental Medicine, Calcutta.
9. National Metallurgical Laboratory, Jamshedpur.
10. Central Glass and Ceramic Research Institute, Calcutta.
11. Central Electrochemical Research Institute, Karaikudi.
12. Central Public Health Engineering Research Institute, Calcutta.
13. Central Fuel Research Institute, Jealgora.
14. Central Drug Research Institute, Lucknow.
15. Regional Research Laboratory, Assam.
16. National Botanical Garden, Lucknow.

¹ The Ministry of S.R. & C.A. has been merged in the Ministry of Education since November, 1963.

- 17 Central Mining Research Station, Dhanbad
- 18 Central Scientific Instruments Organization, New Delhi
- 19 Central Salt Research Institute, Bhavnagar
- 20 Regional Research Laboratory, Jammu.
- 21 Central Building Research Institute, Roorkee.
- 22 Central Electronic Engineering Research Institute, Pilani
- 23 Central Mechanical Engineering Research Institute
Durgapur.
- 24 Central Leather Research Institute, Madras.
- 25 Birla Industrial and Technological Museum, Calcutta.
- 26 Central Scientific Instruments Organization, Delhi.

The names of the laboratories give a broad idea of the nature of subjects in which research is being conducted under the auspices of the Council. The programme of work in each laboratory is drawn in consultation with industrialists and representatives of interested government departments. The laboratories provide facilities for team work and pilot plan investigations.

Technical aid is provided to industry in the form of advice, analytical and testing work, and investigations relating to the assessment of raw materials etc. Contacts between research workers and technical personnel from industries are encouraged through symposia, conferences and discussions. Such contacts have proved mutually beneficial, and have helped to broaden the fields for research and development.

Assistance to Private Research

Side by side with the work carried out in national research laboratories under the auspices of the Council, is the work conducted by private research institutes that are assisted financially. The major research organizations which receive substantial grants from the Ministry of S. R. and C. A., for their research work are the Indian Association for Cultivation of Science, Calcutta; the Bose Institute, Calcutta; and the Birbal Sahni Institute of Paleobotany, Lucknow. The National Institute of Sciences of India is also given financial assistance by the Government to enable it to promote research under its own schemes instituted at various research centres. Financial assistance is also given to a number of scientific societies and institutes for publishing scientific papers of importance and for holding

seminars and symposia. Scholarships have been instituted with the help of grants given by the government at various research institutions, both at national research laboratories and private research institutions.

The government has also encouraged group discussions of scientists with a view to enabling them to exchange views and to link up the work being done by them. To this end, the Ministry recently organized two summer schools, one in physics in 1959 and another in botany in 1960. It is proposed to expand this activity and to hold four summer schools in 1961 in anthropology, chemistry, physics and zoology.

National Professorships have been instituted to enable outstanding scientists to continue their research work even after they reach the age of superannuation and retire from their appointments. Already three National Research Professorships have been instituted in physics.

The Ministry of S. R. and C. A. has also assisted Indian scientists to acquaint themselves with the most recent developments in various fields of science in other countries by becoming members of the International Council of Scientific Unions, by sending Indian scientists abroad to attend international scientific conferences and by inviting foreign scientists of repute to annual congresses of Indian scientists. India participated in the International Geophysical Year and is planning to participate in the Indian Ocean Expedition organized by the International Council of Scientific Unions. The government proposes to participate in the international space research activities under the auspices of the International Council of Scientific Unions.

In December 1953, the National Research Development Corporation was set up to stimulate the development of patents and inventions arising out of researches conducted in research institutions.

The government encourages mountaineering expeditions by Indians through giving financial assistance. A grant of Rs. 50,000 was made for Chou Oyu expedition in 1958-59 and a similar grant of Rs. 6,46,185 for the Indian Mount Everest Expedition in 1959-60.

Scientific Policy Resolution

The Scientific Policy Resolution of the government is a re-

statement of the policy pursued by the government for the advancement of science and technology. With its emphasis on science education, the Resolution recognizes that 'the dominant feature of the contemporary world is the intense cultivation of science on a large scale and its application to meet a country's requirements.'

The Resolution was discussed at the Conference of Vice-Chancellors, leading educationists etc., in July 1958. This conference made various recommendations to implement the Resolution and the recommendations are being processed in consultation with relevant Ministries of the Government of India, state governments etc. A scheme of 'Merit Promotions and Advance Increments' has been approved by the Government of India to give encouragement to scientific personnel working in various government departments. The scheme is applicable to scientific personnel working in the C. S. I. R., Defence Research and Development Organization, the Indian Agricultural Research Institute and the Geological Survey of India. It is being extended to the Zoological Survey of India, Botanical Survey of India and the Department of Anthropology.

The University Grants Commission has adopted measures to encourage higher scientific education and research in Indian universities. A Pool has been created for the temporary placement of well-qualified Indian scientists and technologists returning from abroad. Twenty-five per cent of the vacancies in the Pool will be available for persons with outstanding record, at Indian universities. A committee has been set up to consider the establishment of a Central Institute of Scientific and Technical Information.

Central Board of Geophysics

The promotion of geophysical research under the direct control of the Central Board of Geophysics started only during the Second Plan period.

An Oceanographic Research Wing was established in August 1958. This Wing carries on research in (a) the fundamental aspects of physical oceanography, and (b) improved methods of observation and instrumentation. The study of the deposits of the continental shelf and eventually the exploration of the sea-bottom by gravity and seismic methods are also envisaged. Since its inception, the Oceano-

graphic Research Wing has regularly collected data on temperature, density and salinity in the coastal waters of Cochin.

At the instance of the Central Board of Geophysics, the Central Marine Fisheries Research Station, Mandapam, has been implementing since 1953 a scheme of collection of surface sea water samples in cooperation with the Merchant Navy, and others along the routes of their vessels plying in the Bay of Bengal, the Arabian Sea, etc. The collected samples are analysed for their chemical constituents.

A Geophysical Research Wing is being established to carry on researches in methods of geophysical prospecting and for improving field techniques as applied to the exploration for oil, minerals, ground-water, etc., geophysical instrumentation and interpretation of geophysical data.

During the Third Plan period, the work in all three schemes is proposed to be stepped up. In particular, an intensive survey of Indian seas and collection of additional fundamental data relating to temperature, salinity, water masses, etc., is proposed to be undertaken.

Indian Scientific Liaison Office, London

The Indian Scientific Liaison Office, London, established in 1948, collects information regarding scientific research in the research institutions, universities and industries in the European countries and sends it in the form of weekly science newsletters, bulletins and publications from abroad for circulation in India among various universities, research institutions, etc.

Vijnan Mandir Scheme

A scheme for the establishment of a chain of rural scientific centres known as *Vijnan Mandirs* was initiated by the C.S.I.R. in 1953. In 1955, the responsibility for the administration of the scheme was transferred to the Government of India. So far, 38 *Vijnan Mandirs* have been set up in selected rural areas covered by community development blocks.

The objective of the scheme is to educate the rural population in the methods of science and to make it familiar with the scientific principles involved in its day-to-day life. The Vijnan Mandir Museum contains specimens of local flora and fauna, minerals, rocks

and such other materials as are available in villages. Through the agency of *Vijnan Mandirs*, rural science clubs are organized to serve as a means for the dissemination of scientific information amongst the rural population. In order to create an interest in scientific matters and also to locate scientific talent in the countryside, various competitions are organized under the auspices of *Vijnan Mandirs* every year.

The *Vijnan Mandir* scheme is an attempt to carry elementary scientific knowledge to the people in rural areas who have been denied the benefits of formal education. Even though the scheme was initiated in 1953, many *Vijnan Mandirs* are still in the process of being set up. By working in close collaboration with community development programmes, it is hoped that these centres will help in developing a scientific outlook in the people and promoting amongst them the knowledge of what science can contribute to the practical tasks of daily life.

Survey of India

The Survey of India, one of the oldest departments of the central government, has carried out research in a number of fields.

In the field of geodesy, the shape of the earth and the best fit of spheroid to suit our country was determined, and a network of geodetic framework and mean sea-levels was established. Investigations into the effects of atmospheric refraction on the measured angles, deviations of the plumb line, fluctuations of the mean sea-level etc., were carried out *pari passu* with productive work. With the advancements made in science, technology and instrumentation, the study of these problems is being continued further.

In map drawing and printing, maps were originally prepared in one colour (block) only, and relief was shown by hachures of form-lines. In the course of years, methods of mapping have considerably improved and maps are now printed in multi-colours and with contours at regular intervals.

Investigations regarding triangulation surveys, base line measurements, precision levelling, astronomical observations in connection with geodetic operations, gravity and magnetic anomalies, atmospheric refractions and its effect on observations, earth movements, figure, shape, crust and structure of the earth, analysis and

predictions of tides and currents, development of improved and speedy computational techniques etc., as related to the geodetic and geophysical fields are carried out in the Geodetic and Research Branch. Results are published from time to time in the annual geodetic reports and in technical and departmental papers.

Surveying by photogrammetric machines was started in this Department during 1954. Experiments and research are being carried out to determine the most economical and efficient scales of photography for different scales of mapping contour intervals and for surveying high hills and inaccessible terrain, where paucity of control combined with high relief present a problem for accurate surveying.

Experiments to depict larger sandy forest and low grass areas by the preparation and use of master negatives are in hand with a view to economising on the costs in drawing such symbols and improving the finish of the map detail.

Developments have been made in the process of (i) renovation of fogged photographic plates and films, (ii) preparation of negative making without the use of cameras from monochrome or colour originals, and (iii) photographing line and half-tone combined originals.

Experiments and further research in this field are still continuing.

National Atlas Organization

The need to compile a comprehensive National Atlas of India has been felt for some time past, but not undertaken till after independence. In 1953-54, the scheme of preparing the National Atlas of India was worked out and included under the Second Five-Year Plan, beginning in 1956.

A preliminary Hindi edition of the National Atlas of India published by the National Atlas Organization in 1957, has already been acclaimed internationally as an 'Outstanding Atlas'. Containing about 103 maps and insets printed on 26 multi-coloured plates, this atlas gives for the first time an authentic and integrated picture of the country's physical features, economic resources, demographic problems and social conditions. The Organization is currently engaged in preparing the main edition of the atlas in English con-

taining as many as 200 plates, mostly on 1:1 million scale, depicting every possible aspect of India's land and people. The atlas is proposed to be issued in five volumes, comprising 12 separate fascicules.

Of the 200 maps to be included in the English atlas, final drawing is expected to be completed for about 50 maps during the Second Plan period; the remaining 150 will be taken up during the Third Plan period. Besides the continuation of the Second Plan scheme of completing the National Atlas, the Third Plan programme of the Organization envisages the working of six new schemes, *viz.*, (i) Regional Delineation Scheme, (ii) Cartographic Training Scheme, (iii) Map Reproduction Research Scheme, (iv) Geomorphological Survey Scheme, (v) Research Publications Scheme, and (vi) Land Use and Land Capability Survey Scheme.

Botanical Survey of India

The Botanical Survey of India, established in 1890, has served a real need.

In 1947, the Botanical Survey of India consisted only of the Industrial Section, Indian Museum and the Systematic Division, and Indian Botanical Gardens, Sibpore, Howrah.

Towards the close of 1954, the Survey assumed greater responsibilities in making available to a much wider circle of botanists, university students and scientific workers, material information on the flora and vegetation of the Indian Union through intensive exploration of the hitherto unexplored and under-explored areas.

In addition to the exploration work, the Botanical Survey of India undertakes intensive investigation in cytotaxonomy, cytogenetics, physiology, economic botany including ethno-botany and ecology of plants.

For field work and other scientific work, this Department is divided into the following sections:

(1) A headquarter establishment under the Chief Botanist at Calcutta to control and co-ordinate the activities of the different sections of the Department.

(2) A Central Botanical Laboratory at Allahabad for intensive investigation on cytotaxonomical, genetical, physiological, ecological

and related subjects and for study on the effects of radio-isotopes on living plants.

(3) Industrial Section for the maintenance of galleries of economic plants of India and of a botanical museum on modern lines in Calcutta with a fully representative collection of authentic plant specimens and investigation of plant resources, supply of economic and scientific information, visual education and museum services and training in museum methods.

(4) A National Herbarium at Calcutta for housing type specimens and fully representative collection of plants comprising the flora of India (and also of other countries). This wing of the Survey also helps in floristic work, taxonomy, systematic nomenclature and training in modern herbarium.

(5) Four regional circles at Shillong, Poona, Dehra Dun and Coimbatore to explore and map accurately the flora and vegetation of the respective regions, collection of specimens and data in respect of ecological groups and economic plants at regular intervals and during different seasons of the year to bring them up-to-date and revise the flora of the country and collection of fruits, seeds and other representative parts of plants in their natural surroundings, for experimental cultivation and introduction, etc.

The Botanical Survey of India is collaborating with universities and similar institutions in the country by giving facilities to research students for the study of problems relating to the flora of India by giving practical instruction to students on the collection and processing of herbarium specimens and by associating research students with the exploration parties of the Survey.

Zoological Survey of India

The Zoological Survey was started in 1916 and its functions are:

- to act as guardian of the National Zoological Collection ;
- to identify zoological specimens for government departments and other institutions and individuals ;
- to obtain the fullest possible information about the systematic and geographical zoology of India ;
- the Director, Zoological Survey of India, to act as the Zoological Adviser to the Government of India ;

- to publish zoological journals, monographs and books ;
- to look after and maintain the six public zoological galleries of the Indian Museum, Calcutta ; and
- to advise on matters regarding wild life. (The Director, Zoological Survey of India, acts as the Secretary General of the Indian Board for Wild Life).

The Survey has its headquarters at Calcutta and there are five regional stations at Shillong, Dehra Dun, Jodhpur, Jabalpur and Poona.

The history of some of the collections of the Zoological Survey may, in a way, be traced back to 1814, when the Asiatic Society of Bengal in Calcutta started making collections of Natural History material which formed the basis of the Indian Museum, founded in 1875. From 1907, Dr. N. Anandale, Superintendent of the Natural History Section of the Museum, initiated a series of extensive marine and other faunistic surveys culminating in the creation of the Zoological Survey of India as a Government of India department in 1916. A partial marine survey of Indian waters carried out by the Royal Indian Navy Ship, *The Investigator*, oceanographic researches on the denizens in the Indian seas carried out by Lt. Col. Seymour Sewell, a series of intensive faunistic surveys of Chilka Lake (Bay of Bengal), the faunistic surveys of the Salt Lakes near Calcutta, special investigations on shell fisheries in Andaman Islands, fish and fisheries, rodents and insects of sorts studied taxonomically, are some of the more important works undertaken by the Zoological Survey of India in the past.

Since independence, the Government of India have been anxious to expand and reorganize the Zoological Survey of India so as to enable it to play its legitimate role in developing the agricultural and industrial economy of the country and to occupy its rightful place among other Indian scientific research organizations. In December 1954, the expansion programme was taken in hand. Some of the features of expansion and reorganization programme provided, among other things, for a Marine Survey Unit, an Animal Population Studies Unit and a Documentation Service Unit, new scientific sections of Protozoology, Arachnida, Amphibia and Protochordata have been established. Six regional stations have already been established. These stations will serve as centres for intensive

taunistic surveys and for field and ecological studies of animals. Increased library, identification and advisory service, taxidermy and other facilities have been provided.

The developments envisaged under the Third Plan relate chiefly to expansion of the existing scientific sections and divisions and the establishment of new divisions and sections like the Wild Life and Field Ecology Division, the Paleozoology Division, the Soil Zoology Section and the Publication Section. Additional field stations for studies on fresh water and higher altitude animals, etc., will also be established.

Department of Anthropology

The Department of Anthropology was set up as an independent department in 1945 as it was felt that India would require expert anthropological guidance in integrating her 25 millions of tribal population into the socio-economic-political structure of the country. The Department of Anthropology was planned to cover all the important fields of anthropological and allied research. The Department has its headquarters in Calcutta, and four regional research stations at Shillong, Nagpur, Ootacamund and Port Blair.

The Department has two main divisions—Cultural Anthropology and Physical Anthropology, each sub-divided into a number of research sections. The Cultural Anthropology Division consists of four sections: (i) Social Anthropology (ii) Ethnography (iii) Social Psychology, and (iv) Linguistics. Physical Anthropology Division consists of the sections of (i) Human Biology (ii) Comparative Morphology (iii) Somatology and (iv) Biochemistry.

Since 1945, advanced training in all branches of anthropology is imparted to post-graduate students contemplating a research career. So far, 28 students have completed their training, of whom 20 have been absorbed by the Department. Two foreign scientists of Italy and the U.S.A. have been offered facilities to conduct anthropological research in India.

As fundamental and applied researches in science nourish one another and neither can thrive without the other, this Department aims at conducting studies in both theoretical and applied anthropology. The results of such studies would help the administration and social welfare besides contributing to the development of

anthropology as a science in its physical as well as cultural aspects. The Department studies not only the tribal groups, but also other sectors of the population of India. It is proposed to continue the researches and to extend them on a larger scale to a larger number of tribal and other populations. Such an extended programme is most urgent in view of the fact that the tribes have been undergoing a rapid process of cultural change. Moreover, accurate knowledge about their cultural pattern is indispensable for their integration with the rest of the Indian population.

One of the major projects undertaken by the Department is to define culture zones of India on the basis of a survey of selected material traits in all the 322 districts of India. Up to September 1961, 263 districts were covered, while the work is proceeding with respect to the remaining 59 districts. When all such information is assembled, distribution maps can be prepared for correlation with language maps or maps showing the distribution of physical types.

Another major project which has been taken up by the Department is a study of the rate of growth of different sections of the population. Reproductive life is being studied on a small but fairly intensive scale in some districts and among the Nicobarese.

Under the Third Five-Year Plan, the Department is considering the establishment of 20 fellowships of the value of Rs. 400 each per month, which will be distributed among various universities and research institutes. The scholars would work in their respective institutions according to plans prepared by the Department.

TECHNICAL EDUCATION

Technical education has to respond continually to both socio-economic changes and scientific and technological advance. Although the first technical institution in India was established well over a century ago, technical education in India remained almost static for a long time. This condition is reflected in a large measure in the lack of scientific and technological progress of the country for many years. It was only when World War II broke out that the need for technicians for the war effort was felt and some attention was paid to the problem of technical education and training.

An important outcome of war experiences was the formation of post-war reconstruction plans in all fields. Two vital decisions taken by the Government at about this time exercised a far-reaching influence on the course of the development of technical education in India. One was the establishment of an All India Council for Technical Education in 1946 to advise on all aspects of improvement and co-ordinated development of technical education. Another was the appointment of a Scientific Manpower Committee in 1947 to assess the requirements for various categories of scientific and technical personnel and recommend measures to meet them.

The All India Council carried out a comprehensive survey of technical institutions in the country and formulated a scheme for their immediate improvement and development with financial assistance provided by the central government. It also set up Boards of Technical Studies in various fields to prepare courses of a suitable standard and for various levels of training which could serve as a model for the institutions and facilitate reorganization of technical education in the country. Four regional committees, one for each region of the country, were set up to survey regional needs, to formulate and implement development programmes in a co-ordinated manner and to help in the establishment of liaison between industry and technical institutions. The Council also initiated various other measures for the development of technical education.

The Scientific Manpower Committee carried out a quantitative and qualitative assessment of the requirements for technical personnel over a ten-year period, estimated existing shortages in training facilities and recommended various measures to meet the requirements. It also established the concept to integrated planning in technical education with a capacity to foresee future requirements for manpower and to meet them through organised effort. Thus, when India achieved independence in 1947, a certain awareness of the importance of technical education to national development was already there in many quarters. The First and Second Five Year Plans accorded high priority to technical education and a large financial provision was made, both at the Centre and in the states, for the establishment of new institutions and for the development of the existing ones.

Position in 1947

In 1947 when India became independent, there were in the country 38 institutions with a total admission capacity of 2,940 students per year for first degree courses. There were also 53 polytechnics with a total admission capacity of 3,670 students per year for diploma courses. By 1960 the number of institutions for first degree courses had increased to 102 and of polytechnics to 195. The total admission capacity of the institutions has increased to 13,825 students for first degree courses and to 25,800 for diploma courses. The progressive expansion of training facilities over the years is shown below.

TABLE 7: PROGRESSIVE EXPANSION OF TRAINING FACILITIES
(1947-60)

Year	Degree courses			Diploma courses		
	Number of institutions	Admission capacity	Output of graduates	Number of institutions	Admission capacity	Output of graduates
1947 ..	38	2,940	1,270	53	3,670	1,440
1950 ..	49	4,120	2,200	86	5,900	2,480
1951 ..	53	4,790	2,690	89	6,220	2,630
1955 ..	65	5,890	4,020	114	10,480	4,500
1959 ..	87	11,510	4,480	167	21,370	7,240
1960 ..	102	13,825	5,705	195	25,800	7,970

Before 1947, there was hardly an institution which provided facilities for post-graduate studies and research in engineering. Indian students had to go abroad for advanced training. Today, there are over a dozen institutions in the country where facilities for post-graduate studies and research work are available for nearly 500 scholars. The fields of study also cover a wide range of subjects, such as power engineering, dam construction and irrigation engineering, production engineering, advanced electronics, and aeronautical engineering. Such facilities will be expanded in the next five years so as to provide for about 2,000 scholars.

Structure of Technical Education

Technical education in India is a four-tiered structure comprising post-graduate courses and research ; first degree courses ; diploma courses ; and vocational or industrial training. Each tier is a self-contained stage intended to serve a specific purpose and neither the diploma courses nor the industrial training courses are a preparation for the next higher tier. For post-graduate courses and research, however, only those candidates who possess a first degree in the relevant subjects are admitted. The objective of the first degree courses is to train technologists, some of whom may eventually become designers, research engineers or specialists in various fields either after further studies at post-graduate level or experience in the profession. They are not concerned with preparing persons for specific positions or jobs in industry, but seek to give them a broad-based education in the scientific principles and methods underlying technology. They are not also concerned with developing particular technical skills in the students but serve to acquaint them with various productive methods in accordance with constructional requirements in a particular system that consists of an assembly of men, materials and machines.

These objectives are sought to be achieved through a formal course of theoretical and practical studies at an institution over several years. The duration of the course is generally four years with the Intermediate in Science as the minimum admission qualification. The Intermediate in Science, a preparatory stage for university course in science or technology, is of two years' duration after the high school education that extends over a period generally of ten years. A few technological institutions in the country, particularly in the western region have, however, prescribed a three-year (instead of four-year) curriculum for the first degree course. It, therefore, takes five to six years for a student to complete the first degree after his high school education.

Secondary education in the country is in process of reorganization and the new pattern envisages an eleven-year schooling that prepares candidates for life and for direct entry to the university. The existing Intermediate course is being abolished. As a result of these changes, the first degree courses are being reorganized into a five-year integrated course after higher secondary education. The

advantages of a five-year integrated course are four. First, a more fruitful integration of fundamental sciences, technological subjects and liberal arts will be possible. Second, a higher level of scientific and technical competence may be expected since the students can absorb the different subjects in more suitable stages and in right combinations. Third, a five-year tutelage will give the teachers sufficient scope for not rushing students with too much classwork and for developing in them a capacity for growth and maturity. Finally, in these days of specialization, a five-year curriculum permits of an adequate introduction to the different specialized fields and prepares the students for post-graduate studies or research.

The first degrees are awarded in the main fields of technology—civil engineering, mechanical engineering, electrical engineering, electrical communication engineering, chemical engineering, mining, metallurgy, textile technology, agricultural engineering, leather technology and architecture. Courses in instrument technology, automobile engineering and aeronautical engineering are also offered by some institutions at the first degree or equivalent level.

Post-graduate courses leading to a Master's degree or equivalent award are generally of one or two years' duration and provide for specialization in different branches of technology. A course generally includes formal instruction, project work and independent study of a chosen problem to be presented as a dissertation. Research degrees like the Ph.D. or D.Sc. are awarded on the basis of original research done by candidates at recognized centres.

Next to first degree courses, diploma courses occupy an important position in technical education in India. These courses are conducted by a large number of institutions called polytechnics and are designed to train technicians who will eventually occupy supervisory positions like foreman, overseer, etc., in industry and other technical organizations. Their duration is three years after high school education and they have a practical bias. A view has, however, been advanced in recent years that the practical knowledge and experience required by a technician cannot be given to him adequately in a course that is wholly institution-based, and that as such, the present three-year diploma course does not always produce the right type of personnel. The A.I.C.T.E. has, therefore, designed

a sandwich course of four years in which practical training in industry and institutional studies alternate in suitable layers. The student spends stated periods in industry and in an educational institution throughout the course and fulfils the academic requirements for the diploma. He also gains the practical experience necessary for a supervisory position. The scheme has been introduced at selected centres in cooperation with industry. As training facilities in industry expand, the sandwich course will become an important feature of technical education in India.

The diploma courses are offered in the main fields of civil, mechanical and electrical engineering. A few institutions also offer textile technology, leather technology, mining engineering and other fields according to regional requirements for technical personnel at this level.

As a matter of established usage, the term 'polytechnic' represents today in India technical institutions that conduct diploma courses chiefly in civil, mechanical and electrical engineering. It indicates at once both the standard of training and the main fields of study. Except for a few institutions that are under the direct control of universities, all polytechnics are affiliated to State Boards of Technical Education in different states. The State Boards prescribe the courses of study, conduct examinations and award diplomas. Uniformity of standards on an all-India basis is maintained through the All-India Council for Technical Education which has formulated national certificate courses to serve as a model for the diploma courses conducted at polytechnics.

An interesting feature of the pattern of technical education is the relative prominence of different fields of study, which is also an indication of the state of industrial development in the country. On the basis of 1960 admissions to degree and diploma courses, distribution of seats in various fields of technology is given in Table 8.

Civil engineering accounts for nearly 37 per cent of the total seats at the first degree level and nearly 50 per cent at the diploma level. Next in order are electrical and mechanical engineering that enjoy equal importance. This distribution is not accidental. It is the result of the development of the institutions over the past 50 years in accordance with the pattern of employment of technical

TABLE 8: DISTRIBUTION OF SEATS IN VARIOUS FIELDS OF TECHNOLOGY

Fields	Number of seats	
	Degree	Diploma
Civil engineering	4,815	11,510
Mechanical engineering ..	3,135	6,295
Electrical engineering	3,090	6,185
Electrical communication engineering ..	385	200
Mining	290	400
Metallurgy	375	10
Chemical engineering and chemical technology	531	..
Textile technology	247	339
Architecture	315	..
Other fields	641	862
TOTAL	13,824	25,801

personnel. Civil engineering so far has constituted the largest field of activity in the country ; and in terms of employment potential it has offered the largest scope for graduates and diploma-holders. Owing to the lack of industrial development, particularly in manufacturing industries, mechanical engineering, electrical engineering, metallurgy and other branches have been rather restricted in so far as employment opportunities are concerned. In fact, in the recent past—less than ten years ago—there was a serious threat of unemployment among graduates who had qualified in these fields. The position, however, is changing very rapidly, thanks to the Five-Year Plans in which industrial development is emphasized. The future trend will be for larger numbers of mechanical, electrical, metallurgical, chemical and mining engineers as the industrial development of the country in heavy and light engineering, mining, power, fuel and chemical industries, etc., progresses. Such trends are already noticeable and a stage will be reached in the near future when the demand for civil engineers will stabilize itself at a level

not very different from the existing provision of training facilities. The demand for other types of engineers will correspondingly increase. In order to meet the latter as it arises, diversification of courses of study in the existing as well as in the new institutions has to be planned well in advance and adequate provision created for training in various branches.

The Constitution directs the State to provide compulsory education for all children up to the age of 14 *i.e.*, up to three classes below the new higher secondary course that is in process of introduction. The question is, how to provide diversified opportunities for education and training to a majority of students after 14 for gainful occupation in life. A scheme has since been formulated for the establishment of junior technical schools which will offer a three-year integrated course of general education, elementary technical education and technical training in various engineering trades and prepare students to enter industry as skilled workers and operators. Some of the more promising students may enter polytechnics and complete the diploma course in about two years and enter the profession at a higher level.

Technical Institutions for Degree and Diploma Courses

Technical institutions functioning in the country for first degree and diploma courses are classified into government, non-government and university institutions depending upon whether they are financed and managed by the central or state governments, private agencies and universities respectively. There are at present 100 institutions for first degree or equivalent courses and 196 institutions for diploma courses. Except for the higher technological institutes at Kharagpur, Bombay and Madras, the Indian Institute of Science, Bangalore, and the Madras Institute of Technology, which are in a class by themselves, all first-degree institutions are affiliated to universities and conduct courses as prescribed by them. The higher technological institutes and the Indian Institute of Science, Bangalore, award their own degrees. The latter awarded till recently only diplomas and associateships that had been recognized by the central government and other authorities, but since 1958 the Institute has been empowered to award conventional degrees. The Madras Institute of Technology awards diplomas for courses in

aeronautical engineering, instrument technology, automobile engineering, radio engineering that are of first-degree standard and the diplomas are recognized by the central government and other authorities.

Except for the higher technological institutes, practically all technical institutions had till recently a maximum admission capacity of about 120 students per year. As compared to institutions in other technologically advanced countries, our institutions were certainly small units. Perhaps in the past that could not have been helped. For one thing, the demand for engineers and technicians was restricted ; for another, regional aspirations for technical institutions could only be fulfilled on the basis of smaller units more widely dispersed. Also, there was no central planning and co-ordination of technical education that could have laid down definite principles governing the size and scope of work of the institutions. In course of time, however, it was realized that large-sized institutions were necessary to meet the increasing demand for engineering personnel and that such institutions should function at a national level. The higher technological institutes have therefore been planned for an admission capacity of 300-400 students per year (or a total student enrolment of 1,500-2,000) at first-degree level. A special scheme has been drawn up, and is in process of implementation, to expand the training capacity of selected existing institutions and develop them into larger units. The establishment of eight large-sized regional engineering colleges has also been planned, each capable of admitting 250 students per year. Some polytechnics capable of admitting up to 300 students per year have been sponsored by the central government.

In any scheme of organized development of technical education, institutions should be related to the needs of a rapid industrial growth. All legitimate demands for provision of technical education facilities require to be met irrespective of other considerations. The aim of the central government in this direction is two-fold. A total view of technical education is taken in relation to the Five-Year Plans and at the same time no region or area is left without opportunities of advancement for its people. The establishment of higher technological institutions, and the other all-India institutions is planned so as to secure a wider geographical disposal of engineering

colleges and polytechnics. The objective is that eventually every one of the districts in the country should have at least one polytechnic and each state should have its own engineering college.

An important feature of technical education in India is the important role played by private enterprise. Of the 296 institutions in the country for first degree and diploma courses, 177 have been established by the central government and state governments, 31 by universities and 88 by private agencies. In quantitative terms, the institutions established by private agencies account for nearly 35 per cent of the total number of seats. A definite policy is also followed by the central government to encourage and assist private agencies. Where a private agency, by itself or in association with the state government concerned, raises enough funds to meet 50 per cent of the non-recurring (building and equipment) and 50 per cent of the recurring expenditure for a technical institution, the central government provides the balance of the amount required as grant-in-aid. The central government also gives interest-free loans for the construction of hotels. As a result of this policy, seven engineering colleges and 20 polytechnics have been established by private agencies during the first four years of the Second Plan period as against eight colleges and 37 polytechnics established by state governments and universities. Private enterprise therefore constitutes an important factor in the growth of technical education in the country and supplements in a large measure the efforts of the state. In order to ensure that private institutions are run on right lines and maintain suitable standards, governing bodies, that include representatives of the central government and state governments, and the All-India Council for Technical Education, have been set up for their management.

Post-graduate Studies and Higher Technological Institutes

The key to national prosperity lies in the effective combination of men, technology, raw material and capital. Technology is more important than either raw material or capital, for the discovery and the use of new techniques can make up for deficiencies in natural resources and reduce the requirements of the capital. Organized post-graduate studies at institutions specially meant for the training of technologists are, therefore, a necessity.

An important step taken by the central government to develop facilities within the country for advanced technological training is to establish four higher technological institutions one in each region, east, west, south and north. A plan for the institutes was first drawn up in 1946 by a special committee under the chairmanship of the late Mr. N. R. Sarkar. The concept behind the institutes is that for the training of the highest possible grade of technologists, who are required in large numbers, national institutions provided with all the necessary resources and full freedom to adapt themselves to the fast changing situations, were necessary. In addition to the training of technical personnel, the institutions should be the fountain-heads of scientific and technical knowledge and should contribute through research and other activities to the industrial advancement of the country.

The Indian Institute of Technology, Kharagpur, was the first higher technological institute to be established, and it started functioning in 1951. Well-equipped and staffed, the Institute provides facilities for the education and training of over 1,500 students in undergraduate courses, and 500 students for post-graduate courses and research work. The subjects offered cover a wide range, including naval architecture and marine engineering, fuel and combustion engineering, production technology, geophysics, advanced electrical communication engineering, foundry engineering, concrete technology, and are designed to meet the special requirements of industrial and other developmental projects for high grade technologists. This Institute has been incorporated by an Act of Parliament as an Institution of National Importance.

The other three higher technological institutes are located at Bombay, Madras and Kanpur. The Bombay Institute started functioning in 1958 and Madras Institute in 1959, when admissions were made to first-degree courses. The Kanpur Institute started in 1960. All these institutes are also being planned on the same comprehensive scale as the Kharagpur Institute and when completed will take the technological education of the country several steps further. Each will be a fully residential institution designed to promote corporate life among students and teachers, and will provide facilities for about 1,500-2,000 students in the under-graduate courses and for 500 students in post-graduate courses and research. While the

nature and level of work of all the institutes is the same, each will pay particular attention to certain special fields of technology that are of importance to the industrial development of the country. The foreign assistance which these institutes are receiving, is of great value. The Bombay Institute is being assisted by the Soviet Union and the Madras Institute by West Germany. The assistance given by these countries comprises scientific and technical equipment, services of experts for a period of five years and facilities for the training of Indian teachers at universities and institutions in the Soviet Union and West Germany. Similarly, the Kanpur Institute is expected to receive assistance from the U.S.A. The Kharagpur Institute has received assistance from many countries through UNESCO, and under the Colombo Plan, Point-Four Programme etc. All the higher technological institutes, therefore, represent a venture in international cooperation and understanding in scientific and technological fields.

Another important centre of post-graduate studies in engineering is the Indian Institute of Science, Bangalore. Established in 1911, the Institute has built up a high reputation in scientific research. In the last ten years, the Institute has become a centre of advanced technology with particular reference to power engineering, aeronautical engineering, metallurgy, internal combustion engineering and electrical communication engineering. The Power Engineering Department of the Institute is the only one of its kind in the country and provides facilities for advanced training and research in the various aspects of electrical power generation, transmission and distribution. Similarly, the Aeronautical Engineering Department is the only centre for advanced training and research in aeronautics and related fields. The Department has research, design and testing facilities that are of great value to the aircraft industry. The other subjects offered by the Institute include soil mechanics and foundation engineering, automobile engineering, industrial engineering and foundry engineering. The Institute provides facilities for over 400 post-graduate students and research scholars.

In an expanding system of education, institutions should have a capacity for growth that has the essential quality of maturity ; to project themselves into the future and anticipate change ; to prepare

their products to meet the challenge of new situations. On the recommendations of the A.I.C.T.E., a deliberate policy has been adopted to encourage as many institutions as possible, depending upon their resources and abilities, to conduct advanced courses in engineering or to establish research units. A number of institutions, as for instance, the Bengal Engineering College, Silpur, Roorkee University, Guindy Engineering College, Madras, the Poona Engineering College etc., that were till recently engaged only in under-graduate work, are now offering facilities for advanced studies in engineering. The fields of study include dam construction and irrigational engineering, structural engineering and concrete technology, public health engineering, electrical machine design, mechanical engineering, metallurgy and electronics.

Facilities for Study in Special Subjects

One of the most important aspects of technical education is the diversification of the field of training. As industrial development progresses, it creates a need for personnel trained in different fields and possessing diverse skills. It is, therefore, a primary function of technical education to respond continually to new developments in science and technology, identify new technical disciplines and provide training facilities in them. In India, the full impact of scientific and technological advances on technical education has yet to come. Nevertheless, a marked diversification of the field of training is noticeable and new facilities are being added in institutions whose activities were till recently restricted.

Among the facilities created for training in special fields may be mentioned the School of Town and Country Planning, Delhi. The school has been established as a central institution for the post-graduate training of architects, engineers and sociologists in civic design and planning, an activity of great importance to the country. The school also conducts a special course in housing to provide the much needed personnel for the housing projects undertaken by the central and state governments. A Department of Architecture is proposed to be added to the school with a view to conducting a full-fledged degree course in the subject.

On the recommendations of the Board of Management Studies, specialized courses in business management have been organized

at four selected centres in the country and in industrial administration at three centres. The courses are essentially for persons who are engaged in management and have to be equipped suitably so that they may become better managers, and for those who possess a minimum amount of practical experience and wish to enter the management field. The Administrative Staff College, Hyderabad, that was established in 1957 as a joint and cooperative enterprise of the central government and private industry and commerce, offers a three-month course to young administrators from all walks of national life in the principles and techniques of organization, administration and leadership in civil life.

Practical Training for Graduates and Diploma Holders

The practical work done by students of technical institutions is an integral part of their training in becoming engineers and an important pre-requisite to successful technical studies. Prior to 1949, organized apprenticeship facilities for graduates and diploma holders were available in industry or government departments on an extremely limited scale. Everywhere such facilities were provided by the organizations at the specific request of the candidates or of their institutions, and training was generally not supervised; nor were the trainees paid a stipend. The Scientific Manpower Committee, that examined the matter from the standpoint of the supply of trained technical manpower for various development projects, recommended that the central government should assume primary responsibility for arranging practical training of graduates and diploma holders. The central government accepted the recommendation and in 1949 formulated a scheme of Practical Training Stipends and initiated it. Under the scheme, a graduate is paid a stipend of Rs. 150 p.m. and a diploma holder Rs. 100 p.m., during the training period, to enable them to meet expenditure on board and lodging. Nearly 2,000 training places are secured every year in industry and other organizations.

In our present economic position, many deserving students in indigent circumstances are either unable to continue their technical studies or do so with extreme difficulty. They need state aid in the form of scholarships, stipends, etc. Till 1959, the number of scholarships and stipends available at a majority of our technical

institutions was extremely small. In order to improve the position, the central government in 1959 formulated and implemented a scheme of 'Merit-cum-Means Scholarships' for students of all technical institutions. Under the scheme, 1,040 scholarships have been instituted for students in the degree and diploma courses. Each scholarship is tenable for the full course of studies of the student concerned and is of the value of Rs. 75 p.m. for degree students and Rs. 50 p.m. for diploma students. The scholarship holders are either exempted from tuition fees by their own institutions or have their scholarships increased by an amount equal to the fees payable to them.

So far as post-graduate studies and research are concerned, the position is more satisfactory. From the outset, the A.I.C.T.E. insisted that at least 50 per cent of the places in post-graduate courses should carry scholarships of the value of Rs. 150 p.m. This was accepted by the central government and a provision was accordingly made at all centres of post-graduate studies. After a further review of the matter, the All-India Council recommended recently that all places should carry scholarships and the value of the scholarships should be increased to Rs. 250 p.m. in view of the high cost of education at this level. As a result, nearly 500 scholarships of a reasonably good value are or will shortly be available for post-graduate studies in various branches of technology.

On the recommendations of the Scientific Manpower Committee, the central government in 1949 implemented a scheme of Research Training Scholarships to encourage bright young students to do research in basic sciences after the M.Sc. or in technology after graduation in that field at universities and other educational centres. Nearly 800 scholarships have been instituted so far. Each scholarship is of the value of Rs. 200 p.m. and is tenable for a period of three years for an individual scholar. In addition, 80 National Research Fellowships of the value of Rs. 400 p.m. each have been created for advanced research at post-doctoral level.

Financing Technical Education

The expenditure on technical education reflects not only the progress achieved in the field, but also the organizational structure. With the growth of the initiative of the central government in the

development of technical education, funds were provided in an increasing measure every year not only to its own institutions but to state governments and private institutions. Today finance for technical education as a whole is derived mainly from three sources *viz.*, the central government, state governments and private agencies. During the First Plan period, the Centre provided about Rs. 16.33 crores for technical education. A sum of Rs. 40.1 crores was provided for the Second Five-Year Plan. So far as the states are concerned, the outlay during the First Plan was of the order of Rs. 7.0 crores. In the Second Plan, they were expected to spend about Rs. 26.66 crores, exclusive of the assistance received from the Centre. Exact figures of the expenditure incurred by private agencies are not readily available, but it is estimated that this sector has contributed on an average Rs. 40.45 lakhs per year in the last three or four years.

The importance of technical education is further exemplified by the fact that a much larger outlay is proposed in the Third Five-Year Plan. According to the present estimates, an amount of about Rs. 176 crores is required for the expansion of technical education at all levels.

Foreign Assistance

The aid that has been given by many countries generously and in a spirit of cooperation comprises scientific and technical equipment, the services of experts in various branches of technology and facilities for the training of teachers of Indian institutions abroad.

The extent of foreign aid provided or promised for technical education in India is given in Table 9.

In addition, over 6,500 Indian teachers have been sent abroad under various other programmes.

Scholarships for Sciences, Technology and the Fine Arts

The Indian Constitution and the proclamation of India as a democratic socialistic state place the case for a wide-spread network of scholarships beyond dispute. The underlying principle in the allocation of scholarships to groups and individuals is the principle of democratization. This has all too often been taken to mean that scholarships will be awarded to the poor, irrespective of talent. On

TABLE 9: FOREIGN AID FOR TECHNICAL EDUCATION IN INDIA

Aid Programme/Country	Technical aid promised or received up to 1960		
	No. of experts	Value of equipment (Rs. in lakhs)	No. of fellowships for training of Indian staff
T.C.M. of the U.S.A.	88	163.27 ²	106
Colombo Plan	37	52.08	24
UNESCO and UNTAA	18	13.47	30
U.S.S.R. Aid for Indian Institute of Technology, Bombay, under UNESCO Programme	18	166.80	20
U.S.S.R. (for I.I.T., Bombay) .. ..	..	36.00	..
West Germany	24	170.00	20
TOTAL	185	601.62	200

the assumption, now generally accepted, that a nation cannot survive, part slave, part free, there is clearly a case for a steady stream of scholarships to backward classes and communities who have to catch up with more advanced classes and communities. Nevertheless, the concept of democratization through scholarships is not completely met by the regular award of scholarships to backward classes and communities. The democratization of education through scholarships is based on a principle of equity. And equity demands that scholarships will be awarded on merit to those who, for want of opportunity, are not able to do justice to their own proven potentialities or effectively, with such talents, to serve their country.

Since the inception of the Ministry, scholarships and fellowships have been administered under the following schemes for post-graduate studies abroad and at home in scientific and technological subjects and the fine arts. Nearly 480 scholars have been sent abroad by the Ministry of S. R. and C. A. between 1958 and 1960

² Exclusive of aid of Rs. 105.7 lakhs provided by the U.S.A. out of the Rupee Fund for I.I.T., Kanpur for buildings and indigenous equipment.

for advanced research on subjects like nuclear physics, electro-chemistry, radio-chemistry, pharmaceuticals, geophysics, geology, metallurgy, electronics, radio-astronomy, oil technology, hydraulics, heat power engineering, agriculture, veterinary science etc., to countries such as the U.S.A., the U.K., the U.S.S.R., West Germany, Czechoslovakia, France and so on.

Central Overseas Scholarships Scheme : The scheme is meant for universities, colleges and comparable institutions of higher education to afford opportunities to teachers for higher studies abroad and to raise the standard of instruction and research in India. The number of scholarships administered under the scheme is 28.

During 1958, a total of 18 scholars (U.K. 13, U.S.A. 4 and West Germany 1) were sent abroad for higher education under the scheme.

The scheme was not in operation in 1959 and 1960 owing to shortage of foreign exchange.

Union Territories Overseas Scholarships Scheme : The scheme is meant for studies abroad in any country where excellent facilities are available for persons who by birth or domicile belong to the Union Territories of Manipur, Tripura, the Andaman and Nicobar Islands, Delhi, Himachal Pradesh, the Laccadive, Minicoy and Amindivi Islands, and Pondicherry. Four scholarships are given, of which two are reserved for candidates from territories other than Delhi. (If suitable candidates are not forthcoming from them, the scholarships are treated as open.)

Ten scholars were sent abroad under the scheme as follows:

Country of study			1958-59	1959-60	1960-61
U.K.	..	..	2	..	4
U.S.A.	..	..	1	2	1

Government of India Scholarships in Museology : These scholarships were instituted with a view to increasing the supply of suitably trained museum personnel and to equip them with a knowledge of the latest organizational methods and techniques. The number of scholarships was two. One scholar each was sent to the U.K. and the U.S.A. This scheme has now been discontinued.

TABLE 11: INDIAN SCHOLARS ABROAD (1958 TO 1960)

Country	1958	1959	1960	Total
Austria	2	..	..	2
Australia .. ..	..	..	1	1
Belgium .. ..	..	1	1	2
Czechoslovakia .. ..	..	22	1	23
Denmark .. ..	..	1	..	1
France	18	16	15	49
Hungary .. ..	..	5	..	5
Israel	1	..	..	1
Italy	1	25	..	26
Japan	3	1	2	6
Netherlands .. ..	..	5	..	5
Rumania .. ..	..	5	..	5
Spain .. ..	..	1	..	1
Sweden	1	..	..	1
Switzerland	2	..	2	4
U.A.R. .. ..	..	2	..	2
U.S.S.R.	11	20	5	36
Yugoslavia .. ..	..	5	..	5

Ad Hoc Scholarships Offers by the Government of the Federal Republic of Germany and the German Academic Exchange Service (DAAD) to Indian Nationals for Post-Graduate Study in West Germany: The Government of the Federal Republic of Germany/German Academic Exchange Service (DAAD), as a gesture of goodwill, have been offering *ad hoc* scholarships of one-year duration to Indian nationals for post-graduate study in West Germany since 1954-55. The number of scholarships awarded so far is given in Table 12.

Scholarships Offered by the Government of Federal Republic of Germany/West German Organizations during the Prime Minister's Visit to West Germany: During the Prime Minister's visit to Bonn (West Germany) in July 1956, the Government of the Federal Republic of Germany (West Germany) and various other authorities in that Republic offered scholarships to Indian nationals

TABLE 12: *AD HOC* SCHOLARSHIPS AWARDED FOR POST-GRADUATE STUDY IN WEST GERMANY (1954-55 TO 1960-61)

Year				No. of scholarships awarded
1954-55	..	..	..	3
1955-56	..	..	..	4
1956-57	..	..	..	5
1957-58	..	..	..	4
1958-59	..	..	..	13
1959-60	..	..	..	7
1960-61	..	..	..	21

for study in West Germany. Scholarships were awarded to Indian nationals as shown below:

- (a) Fifty scholarships of two years' duration offered by the Government of Federal Republic of Germany for post-graduate study in West Germany for engineering and technical teachers and teachers in humanities and basic sciences—1957-58.

All fifty scholarships were utilized.

- (b) Two scholarships of two years' duration offered by the Hamburg University Students Union for post-graduate study in West Germany—1957-58.

These scholarships were utilized.

- (c) Ten scholarships offered by the Free Hanseatic City of Hamburg for post-graduate study and research in medicine, biology, chemistry, geology, geophysics, nutrition chemistry, mathematics, meteorology, oceanography, physics and indology, in West Germany—1957-58.

Nine scholarships were utilized.

- (d) One hundred scholarships offered by the Hamburg Chamber of Commerce, for practical training in West Germany—1957-58.

Ninety-eight scholarships were utilized.

- (e) Scholarships offered by the North Rhine Westphalia State Government, Federal Republic of Germany—1957-58.

The offer of 600 scholarships for practical training in industries made by the North Rhine Westphalia for 1957-58, was withdrawn. In its place the Government of the Federal Republic of Germany offered in 1958-59, 150 scholarships for practical training in engineering and technology. These scholarships were converted into:

- (i) Fifty scholarships of one-year duration offered by the Government of Federal Republic of Germany, for practical training in West Germany—1959-60, and
- (ii) Fifty scholarships of two years' duration offered by the Government of Federal Republic of Germany for practical training in West Germany—1959-60.

All these scholarships were utilized.

Scholarships Offered by the Government of Democratic Republic of Germany (East Germany): (a) Fifty scholarships for post graduate study for engineering/technological teachers offered by the Government of East Germany—1957-58. All fifty scholarships have been utilized.

(b) Thirty scholarships for post-graduate studies in engineering, technology and medicine for 1959-60. Of these, 28 scholarships have so far been utilized.

T. C. M. Teacher Training Programme : The Government of India have been greatly concerned about the shortage of teachers in the engineering and technological institutions of the country. To add to the pool of young teachers, the Ministry of S. R. and C. A. in 1958 sent under the T.C.M. Teachers' Training Programme, 59 graduates in engineering and technology for various post-graduate courses in the universities and institutions of the United States of America.

Encouraged by this experience, the Ministry secured a large number of places in 1959 and sent another batch of 145 teachers abroad under the Programme.

For 1960, 60 teachers were selected. Of these, 51 have already left for the U.S.A.

The teachers sent for training under the Programme are required to execute a bond with the Government of India that, on completion of their training, they will serve as teachers in technical or engineering institutions designated by the government for a minimum period of three years.

Technical Cooperation Scheme of the Colombo Plan (Foreign Students Coming to India for Studies) : This scheme is coordinated by the Ministry of Finance (Department of Economic Affairs). The Government of India award scholarships to countries who are participants in the Colombo Plan for training in India, mainly in scientific and technical subjects. There is no stated limit to the number of scholarships for individual countries. As far as possible, the government try to meet the entire requirements of foreign governments.

The countries to which scholarships are offered under the scheme are: Australia, Burma, Cambodia, Ceylon, Canada, Vietnam, Indonesia, Laos, Japan, Malaya, Nepal, New Zealand, Pakistan, Philippines, Singapore, Thailand, U.K. and U.S.A. The period of a scholarship or fellowship depends upon the duration of the course for which a scholar comes for training. As far as this Ministry is concerned, 186 scholars are studying in India at present and about 70 scholars are expected to arrive shortly.

Colombo Plan Correspondence Scholarships Offered by the Commonwealth of Australia : The scheme is coordinated by the Ministry of Finance (Department of Economic Affairs). The object is to extend to the countries of South-East Asia, through correspondence, training facilities of the type available at technical colleges in Australia. The Ministry of S.R. and C.A. is concerned with only two courses, viz., (a) Teaching Methods for Technical Instructors, and (b) Technical Teachers' Certificate Course. Only those persons who are employed as teachers or instructors in polytechnics or technical centres under the Director General of Resettlement and Employment and whose candidature is sponsored by their employers are eligible to apply. The training colleges in Australia send direct instructional material by post to the selected candidates. At the conclusion of the course, which is normally of a year's duration, an examination is held in India and successful candidates are awarded certificates.

Commonwealth Scholarships and Fellowships Plan 1960 : Under the Commonwealth Scholarships and Fellowships Plan, various governments within the Commonwealth offer fellowships and scholarships for post-graduate study tenable in their countries, to men and women from other parts of the Commonwealth. The

scholarships aim at providing opportunities for Commonwealth students to pursue advanced courses or undertake research. They are intended for young persons of high intellectual promise who may be expected to make a significant contribution to life in their own countries on their return from studies abroad.

The Plan will operate for five consecutive years in the first instance, beginning from the academic year 1960-61. The following scholarships were offered to Indian nationals for 1960-61.

(a) Forty scholarships offered by the Government of the United Kingdom for post-graduate study or research in science, humanities, engineering, technology and the fine arts. The selected candidates for these scholarships have left for the United Kingdom.

(b) Fourteen scholarships offered by the Government of Canada for study or research in Canada in science, social sciences, archaeology, business administration, engineering and medicine—1960-61. The selected candidates for these scholarships have left for Canada.

(c) One fellowship offered by the Government of New Zealand to an outstanding Indian historian for teaching ancient Indian history and culture at the University of Wellington. The fellowship has been utilized.

(d) Three (provisional) scholarships offered by the Government of Australia for study in the basic sciences, medicine, engineering and humanities. Seven candidates have been nominated. Decision regarding the final selections is awaited.

(e) Two (provisional) scholarships offered by the Government of New Zealand for study in New Zealand in the basic sciences, medicine, engineering, and humanities. Five candidates have been nominated. Decision regarding the final selection is awaited.

(f) Two (provisional) scholarships offered by the Government of Malaya for study in the basic sciences, medicine and humanities. Three candidates have been nominated. Decision regarding the final selection is awaited.

(g) Two nominations invited by the Government of Hong Kong for advanced study in the Chinese language. Two candidates were nominated, but neither of them has been selected.

(h) Two scholarships offered by the Government of Uganda, Tanganyika and Kenya for advanced studies in medicine, agricul-

ture and the humanities. No nominations will be made for these scholarships.

Foreign Organizations Offer Scholarships

Hawker-Siddeley Industries Commonwealth Scholarships : The scheme provides for the study of the products and methods of production of the Hawker-Siddeley Industries and aims at widening the scope of the engineering profession and strengthening the relationship existing between the U.K. and the Commonwealth countries. During 1956, 1957 and 1958, three scholars were sent *i.e.*, one during each year. It was proposed to send one during 1960. The scholarship is of two years' duration.

Science Research Scholarship of the Royal Commission for the Exhibition of 1851 and Rutherford Scholarships : The scholarships are intended to enable the students who have already completed a full university course and given evidence of capacity for scientific investigation to devote themselves to research work under conditions likely to equip them for practical service in the scientific life of the Commonwealth. The number of scholars sent abroad during the last four years is given below :

1957	2	(One for exhibition of 1851 scholarship and one for Rutherford scholarship)
1958	1	For exhibition of 1851 scholarship.
1959	1	-do-
1960	1	-do-

Each scholarship is tenable ordinarily for two years.

Canada Council Non-resident Fellowships : The object of the scheme is to take advantage of facilities made available by the Canada Council for post-graduate study and research in Canada. The number of fellowships is 75, to be awarded to the nationals of all countries of the world, including India. The duration of each fellowship is one academic year with possibility of renewal for a second year.

Federation of British Industries Overseas Scholarships : The Federation of British Industries offered six scholarships for Indian nationals for practical training in engineering in the U.K. for the year 1960. The duration of the scholarships is from six to nine months. Only those candidates who are recommended by their

employers are considered for these awards. Scholars have also to contribute £100 per annum towards their maintenance allowance. Under the scheme, six scholars were sent to the U.K. in 1958-59.

International Association for the Exchange of Students for Technical Experience: India is a member of the International Association for the Exchange of Students for Technical Experience and as such receives offers of practical training facilities from member countries and offers the same to them. Selected candidates under the scheme are paid a reasonable remuneration that varies from country to country and firm to firm during the period of their training. As regards the offers received by India, the short-term offers have been utilized for Indian students by the High Commission of India in the United Kingdom at London. The work pertaining to long-term offers has also since been entrusted to the High Commission to be utilized for selected candidates from amongst the Indian students already studying in the U.K. or on the Continent. Offers received from the U.S.A. have also been utilized from amongst the Indian students already studying in America.

The number of scholars sent to various countries since 1958 is given below:

TABLE 13: NUMBER OF SCHOLARS SENT ABROAD THROUGH INTERNATIONAL ASSOCIATION FOR TECHNICAL EXPERIENCE (1958 TO 1960)

				1958	1959	1960	Total
Germany	..	..	..	2	4	5 ⁴	11
Austria, Sweden and Germany	..	..	..	1	..	..	1
Finland	..	..	..	..	1	1	2
Netherlands	..	..	..	2	..	1	3
Sweden	..	..	..	..	1	2	3
U.S.A.	..	..	..	1	..	..	1
Denmark	..	..	..	..	..	4	4
France	..	..	..	..	..	1	1
Poland	..	..	..	..	..	1	1
Switzerland	..	..	..	..	..	2	2
Turkey	..	..	..	..	..	1	1
Yugoslavia	..	..	..	..	..	2	2

⁴No student was sent direct from India.

India received two scholars from Germany under the scheme, one in 1959 and one in 1960.

Exchange and Reciprocal Programmes

Exchange Programme of Scholars between India and Yugoslavia : To promote cultural relations between India and Yugoslavia, it has been decided to send five Indian scholars to Yugoslavia for training in ship-building, machine-building and electrical industries in exchange for five Yugoslav scholars coming to India for training. The Government of Yugoslavia will pay for the maintenance of Indian scholars in Yugoslavia and the Government of India will pay for maintenance, fees, etc., for the Yugoslav scholars.

Reciprocal Scholarships Scheme : Under this scheme scholarships are awarded to nationals of those countries that award scholarships to Indian nationals, but countries that are covered under other scholarships schemes operated by the Government of India (except Exchange Programmes) are generally not included under this scheme. The scholarships under the scheme are offered every other year.

Under the 1958-59 scheme, 20 scholarships were offered to Austria, Czechoslovakia, East Germany, Italy, Netherlands, Norway, Rumania, Sweden, Switzerland, the U.S.S.R. and Yugoslavia. Twelve scholars (including two each from the U.S.S.R. and Rumania) from various countries were awarded scholarships under the scheme.

Government of India French Fellowships Scheme, 1960-62 : The object of the scheme is to promote cultural relations between India and France through educational contacts. Under the scheme, two fellowships have been awarded to French nationals. The fellowships are tenable for two years, unless terminated earlier. Each selected scholar is required to teach the French language and literature for at least four hours a week at the institution where he is placed, in addition to his own studies and research work. The Government of India is responsible for fifty per cent of the fellowship allowance (including passage cost) of each scholar, and the institution concerned bears the remaining 50 per cent.

Partial Financial Assistance Scheme : Under this scheme requests for the grant of interest-bearing refundable loans from

private students going abroad for advanced studies are entertained. The subjects of study falling within the jurisdiction of this Ministry are scientific, medical and technological, the fine arts and indology.

The total number of scholars who fall within the purview of the Ministry of S. R. and C. A., and who are at present abroad is 362. During the last three years, 49 scholars have returned home on completion of their studies in different countries. Only two of the scholars declined to return to India in view of brighter employment prospects and positions offered to them abroad. Two scholars on return to India expressed dissatisfaction with their employment position and the work entrusted to them. These figures are only tentative, as there is no regular machinery at present for evaluating the work of Indian scholars while abroad and the work done by them on return to India.

During the last two years the Ministry has introduced a number of new subjects for Indian scholars, depending on India's needs and the facilities for specialization offered by the countries concerned. Among the new subjects so introduced are museology, museum objects, maintenance techniques, museum photography and restoration of paintings.

Scholarships to Young Workers in Different Cultural Fields : With the object of encouraging young persons of outstanding promise in various cultural fields such as the fine arts, music, dance, drama, etc., the Government of India instituted this scheme in 1953. The scheme seeks to encourage the development of artistic talent among the young and the promising in India.

The number of scholarships under the scheme does not exceed 100 at any one time. No number is specified for any particular field.

Each scholar is paid Rs. 250 per month. This includes, in addition to the scholar's living expenses, his travelling, books, art material or other equipment and tuition or training charges, if any.

The scheme was included in the Second Five-Year Plan with a provision of Rs. 15 lakhs which was later reduced to Rs. 10 lakhs. During the first four years of the Plan period, 140 scholars were selected and a sum of Rs. 7.58 lakhs was spent on them.

During the fifth year of the Plan, 23 scholars were selected and sent abroad.

A sum of Rs. 16.95 lakhs (including Rs. 20,000 for advertisements) was proposed for the Third Five-Year Plan by the Cultural Working Group; but the Planning Commission at a meeting held in March 1960, recommended a reduction to Rs. 10.00 lakhs.

The number of scholarships at any given time during the Second Plan period has in fact been less than 100, because some selected scholars always drop out for unforeseen reasons. Efforts are being made now to reduce the number of unutilized scholarships to a minimum. A reserve list is maintained from which candidates are selected for scholarships in case the scholars originally selected drop out. Moreover, extensions are granted for a third year in all deserving cases. To obtain extension, candidates are required to appear for a test performance to demonstrate their suitability.

CULTURAL DEVELOPMENTS IN INDIA SINCE INDEPENDENCE: A RETROSPECT

Few countries can boast a more ancient, varied and richer culture than India. The culture of India is, perhaps, the oldest with an unbroken heritage encompassing over 2,500 years of recorded history. Supreme achievements in different fields of cultural and artistic expression have survived the vicissitudes of time. These ideas and activities represent a rich synthesis of diverse strands and traditions. Unity in diversity is the keynote of Indian culture.

The phenomenal survival of the Indian culture is more astonishing because of its almost complete neglect over a period of nearly two centuries. The confusion accompanying the decay of the Mughal empire was not conducive to cultural development. The British regime was even less hospitable to such development. The British policy of neutralism in matters of religion was understandably extended to culture because of the intimate association between the two. Moreover, Indian culture was confronted with the more aggressive Western civilization, only too conscious of its social and moral superiority as a result of the renaissance and an advanced scientific outlook. Armed with political power, prestige and patronage, Western culture did not find it difficult to dominate the malleable Indian mind. A new system of education was set up envisaging a planned substitution of the alien culture which could

not but cause a complete alienation between the educated class and the ignorant masses. No wonder, as G.R. Garrett, an English historian, has remarked: 'The last 150 years have proved the most disappointing and, in some ways, the most sterile in Indian History'.

It must, however, be said to the credit of the British that they showed commendable foresight in some important fields of cultural activity. For instance, the Archaeological Survey of India was first set up as early as in 1861. With the arrival of Lord Curzon in 1899 as Governor-General, the Indian Archaeological Department was placed on a firm foundation with a comprehensive plan of work in the fields of exploration, excavation, research, epigraphy, publications and preservation of monuments. As a result of the many explorations and excavations carried out by the Department, knowledge of Buddhist architecture, art and iconography advanced enormously. And, with the momentous discovery of the Indus Valley civilization in Sind and the Punjab, the frontiers of Archaeology of India were pushed back by 2,000 years.

Similarly, the present National Library in Calcutta owes its foundation to Lord Curzon who formed it in 1902 by the amalgamation of the Calcutta Public Library with the then Imperial Library which itself had been formed in 1891 by an integration of a number of departmental libraries of the Government of India. The new library was intended to be 'a library of reference, a working place for students and a repository of materials for the future historians of India in which, as far as possible, every book written about India at any time can be seen and read'.

The Indian Museum and Victoria Memorial Hall in Calcutta were established and maintained by the Government of India though they were administered by their respective Boards of Trustees. In addition, small grants were given to a few cultural organizations.

Problem on the Eve of Independence

Independence in August 1947, inevitably spurred the forces of freedom in all spheres of social and cultural life. There was a sudden awareness of a big void in the national life, overlaid with a veneer of the Western culture. The feeling deepened and the void widened with the sudden withdrawal of the princes from the political

scene of the country. And, as feudalism flickered, the fate of Indian culture hung even more in the balance. There was a big vacuum to be filled.

On the other hand, there was a growing cultural consciousness among the common people. The struggle for freedom had awakened national pride in the country's rich cultural heritage. Democratic institutions set up after independence helped the common man to articulate his social and cultural aspirations. There was a resurgence of cultural activity calling for proper direction and guidance. The central government had, therefore, to assume direct responsibility for promoting art and culture in the country.

Urgent Priorities : At the same time, the nation was faced with problems of overwhelming magnitude in various walks of life. Besides, the urgent material and technological needs of the country, inevitably, claimed higher priorities. The call for cultural development seemed to be lost in the competing claims of more urgent requirements of food, industry and technology. Therefore, at the beginning there was a natural tendency to concentrate on the material needs of the country. It has, however, been increasingly realized that it would be short-sighted to neglect, in the process of material development, the priceless cultural heritage of the country. In fact, technological and material developments constitute a challenge that in adopting new modes of thinking and living, India does not lose the living link with the cultural traditions and achievements of the past. The setting up of a separate Ministry of Scientific Research and Cultural Affairs in 1958 provided a powerful impetus to programmes of cultural activity in the country.

Developments since Independence

Archaeology

EXPANSION. The Department of Archaeology has made considerable progress since independence. As a result of the integration of the former princely states with the Indian Union, the Department looked after over 4,000 monuments of national importance. In 1951, the Parliament passed an Act for the protection of the monuments of national importance all over the country. The Department also maintained 12 site museums and organized a

number of exhibitions. An idea of the expansion of the Department can be obtained from the fact that its budget provision has increased from Rs. 1.86 million in 1946-47 to Rs. 12.2 million in 1960-61.

EXPLORATION AND EXCAVATIONS. The main problem of Indian archaeology, after independence, was a search for a Harappan site because all the known sites of this culture were lost to India after partition. Explorations and excavations were, therefore, carried out and sites of Harappan culture brought to light in the Bikaner Division on the Upper Sutlej in the Punjab. Excavations were also carried out at many other places all over the country—at Brahmagiri and Chandravalli in Mysore State; Sisupalgarh and Dhauli in Orissa; Hastinapur, Bhadarabad Jagatgram and Mathura in Uttar Pradesh; Rupar in the Punjab; Amrithamangalam, District Chingleput, in Madras; Lothal, District Ahmedabad; Prakash, District East Khandesh; Tamluk, District Midnapur; Kottura, District Vishakapatnam; Kotla Nihang, Maski and Ujjain, etc.

At the same time, efforts were made to bridge the gulf separating the Harappan culture and the early historical period and this resulted in the discovery of a new ceramic industry known as the Painted Grey Ware. The spread of the chalcolithic culture in Central India and the Deccan was traced by excavations at a number of sites in these regions. The Department also undertook a comprehensive excavation at Nagarjunakonda which is to be submerged as a result of an irrigation scheme.

OTHER ACTIVITIES AND SCHEMES. The results of some of the major excavations and explorations were published in a journal called *Ancient India* of which 15 volumes have so far been published from 1954-55 onwards. Important results in different branches of archaeology are published by the Department in an yearly publication known as *Indian Archaeology—A Review*.

In 1958, the Parliament passed the Ancient Monuments and Archaeology Sites and Remains Act, containing many provisions for the better preservation of protected monuments and archaeological excavations. In 1959, the Department started a School of Archaeology with a view to training young persons in Archaeology so that they might be adequately equipped for the profession.

The Department implemented several schemes during this period *i.e.*,—assessment of the importance of monuments, survey

plans of monuments, copying of Ajanta paintings, survey of antiquities, historical notes on monuments and guide books on monuments, acquisition of land geochronological study, preparation of archaeological atlas, and setting up of libraries.

Museums

National Museum, New Delhi: There are perhaps few countries in the world which have more to show in cultural achievement and yet have done so little to display their rich relics as India. Museums are much neglected institutions in the country. Since independence, however, it has been increasingly realized that museums have a dynamic role to play not only in preserving art objects but also in reviving and strengthening the cultural consciousness of the common people as well as improving their educational standards.

Pending the construction of a new building in Delhi, a beginning was made in August 1949 by setting up the National Museum in Rashtrapati Bhavan as a concrete expression of India's greatness in culture and art and also to serve as a model institution for the guidance of other museums in the country. The Museum started with two departments, *viz.*, Art and Archaeology.

The Museum has made rapid progress since its inception. A part of the art collection displayed at the Exhibition of Indian Art and Archaeology held in London in 1947-48 was originally the nucleus for the National Museum. The collection has since been enormously enriched.

In 1957 a section for chemical preservation and restoration of art objects was formed. In 1960 two more departments were added—those for display and modelling. A department of anthropology is about to be established. A few art exhibitions were organized and a number of publications brought out. The publications included a guide book, four sets of picture postcards, a monograph on Orissa paintings and two collections of paintings—*Nayak-Nayika* and *Kangra Paintings of the Bhagavata Purana*.

A new building was planned to be constructed in three phases at the total estimated cost of about Rs. 12 million. The first phase of the building was completed in June 1960 at a cost of about Rs. 86 lakhs and the National Museum was inaugurated in its new

premises at the crossing of Rajpath and Janpath roads in December 1960.

National Gallery of Modern Art : Immediately after the establishment of the National Museum, the need for the National Gallery of Modern Art engaged the attention of the Government of India. The Conference on Arts held in 1949 at Calcutta gave a further impetus to this idea by recommending the establishment of a National Gallery. The National Gallery of Modern Art was opened in March 1954 at Jaipur House in New Delhi.

The Gallery now possesses more than 3,000 art objects—paintings, sculptures and other objects of art relating to the period after 1857.

Salar Jung Museum and Library, Hyderabad : The Government of India soon realised that the establishment of one or two national museums in a huge country like India would not suffice. It was, therefore, decided that several national museums should be set up in various parts of the country to represent different regions of India. In pursuance of this policy the Ministry took over the Salar Jung Museum, Hyderabad, in December 1958 to be reorganized and developed as a National Museum for the South.

The Museum was built out of the vast and valuable personal collections of art objects and manuscripts left by the late Nawab Salar Jung. It has nearly 25,000 art objects of varied nature, some of them outstanding pieces not to be found anywhere else in the world, displayed in 77 rooms.

The Salar Jung Library attached to the Museum has more than 50,000 volumes of manuscripts and printed books in Arabic, Persian and Urdu. The Salar Jung Museum and Library are being reorganized on modern lines. A new building to house the Museum is at the planning stage.

The Indian Museum and Victoria Memorial Hall, Calcutta : These two museums are amongst the oldest institutions of their kind in the country and are administered by their respective Boards of Trustees. But they are maintained from the funds provided by the central government. Both are unique institutions of considerable historical importance and significance, possessing rich collections of art objects and manuscripts. The Government of India have, therefore, been taking a keen interest in their reorganization and develop-

ment on modern and scientific lines so that their rich cultural resources are properly preserved and displayed. Accordingly, apart from adequate maintenance grants, the museums were given substantial financial assistance in connection with their plans for reorganization and development under the Second Plan. The objective is that these two important institutions should be properly developed so as to serve as National Museums for the East.

A six-storeyed fire-proof building estimated to cost Rs. 23 lakhs is under construction to house the inflammable spirit collection of the Zoological Survey of India and other sections of the Indian Museum, Calcutta.

Assistance to Cultural Organizations and Writers

Building Grants to Cultural Organizations : One of the basic approaches of the central government to the question of promoting cultural development has been to encourage and strengthen existing voluntary organizations in culture with suitable financial assistance. Accordingly, several schemes of grants-in-aid were instituted to enable voluntary organizations to fulfil their functions more effectively.

One of the urgent needs of voluntary organizations has always been for suitable accommodation for which they are generally not able to find sufficient funds. The central government, therefore, adopted a scheme under which building grants were given to recognized cultural organizations on the basis of 50 per cent of the estimated or actual cost not exceeding Rs. one lakh per institution or equal in amount to their public collections for the purpose, whichever is less.

Assistance for Building Open-Air Theatres in the Country : A conference on community development held in 1958 recommended that a number of cultural centres in rural areas may be set up to provide entertainment and encouragement to local people and arts respectively. It was also recommended that such cultural centres should be equipped with open-air theatres. Accordingly, the Ministry initiated a scheme under which central financial assistance was extended to state governments to enable each of them to set up about five open-air theatres in rural areas every year. Non-recurring expenditure not exceeding Rs. 1,150 for each open-air

theatre is met by the Ministry. In areas where there is a heavy rainfall, the maximum aid per theatre may go up to Rs. 1,500.

Assistance to Theatres: With a view to encouraging more creative activity among established theatre groups in the country, the Ministry announced a scheme under which financial assistance was offered to such organizations to enable them to produce new plays. Recognized theatre organizations, qualifying for central financial assistance were given a grant of Rs. 7,500 each for the production of not more than two new plays in 1960-61.

Inter-State Exchange of Cultural Troupes: Emotional integration of people living in different parts of the country is one of the paramount needs of the new-born nation. As one of the means for promoting such integration, the Ministry started an interesting scheme under which state governments were encouraged to organize exchange of dance and music troupes, so as to enable people, particularly in rural areas, to get glimpses of the wealth of diverse cultural traditions of the country as well as of their underlying unity. The Ministry paid the travelling expenses of the selected troupes from one state to another, and a grant not exceeding Rs. 500 for meeting pocket and unforeseen expenses of each member of a troupe. The reports received show that the scheme has been a success.

Assistance to Writers and Artists: There was for a long time, a need felt for some central assistance to alleviate the suffering of distinguished writers and artists who, in their old age, had fallen into indigent circumstances. The central government therefore adopted a scheme under which a monthly allowance not exceeding Rs. 150 each was given to such writers and artists. In special cases lump-sum grants were also made. The scheme has subsequently been extended to cover the cases of widows of writers and artists in receipt of such allowances.

National Akademis

Conference on Letters and Fine Arts: In addition to giving financial assistance to voluntary organizations, the Government of India also realized the imperative need of giving a more positive lead in the development of literature and arts in the country. Accordingly, separate conferences of distinguished persons representing

letters, visual arts, dance, drama and music were held. In the light of the recommendations of these conferences, the Government of India established three National Akademis—Akademi of Dance, Drama and Music (Sangeet Natak Akademi), Akademi of Letters (Sahitya Akademi) and Akademi of Art (Lalit Kala Akademi). A new building to house the three National Akademis is under construction in New Delhi. The main part of the building known as Rabindra Bhavan was inaugurated in May 1961 in time for the Tagore Centenary celebrations.

Sangeet Natak Akademi: The Sangeet Natak Akademi was inaugurated in January 1953. The chief objective of the Akademi is to foster and develop Indian dance, drama (including films) and music, and to promote through them the cultural unity of the country. The Akademi also co-ordinates the activities of regional organizations, promotes research, sets up training institutions, sponsors festivals and seminars, and encourages cultural exchanges. It has accorded recognition to about 150 voluntary organizations and given grants to some of them. The Akademi also gives awards annually to eminent persons in dance, drama, films and music.

Lalit Kala Akademi: The Lalit Kala Akademi was inaugurated in August 1954. Its primary function is to encourage study and research in painting, sculpture, architecture and applied arts. It also co-ordinates the activities of Regional or State Akademis, promotes cooperation among art associations, encourages exchange of ideas between various schools of art, publishes literature of art, exchange of personnel and art objects, and fosters national as well as international contacts through exhibitions. A significant annual programme of the Akademi is the holding of national exhibitions of art. The Akademi has published a number of albums and picture postcards of Indian paintings and miniatures.

Sahitya Akademi: The Sahitya Akademi was inaugurated in March 1954. Its objective is to preserve the Indian heritage in letters and to stimulate, by awards and distinctions, new writing, original or in translation. The Akademi has a large and varied programme of publications, including a National Bibliography of Contemporary Works of Literary Merit in Indian languages, anthologies from contemporary writers, a standard work in English and Hindi on the history and development of modern Indian literature, critical,

editions of Kalidasa's works, anthology of Sanskrit literature and epics and *Puranas*, etc.

The Akademi also gives annually awards of Rs. 5,000 each for the most outstanding books in each of the major Indian languages.

2500th Buddha Jayanti : 1956 marked the 2500th anniversary of the Buddha's *Parinirvana* and the Government of India celebrated the unique occasion in a befitting manner. A number of cultural functions, including an exhibition on Buddhist art and a symposium on Buddhism's contribution to art, letters and philosophy, were held in November and December 1956.

As a permanent contribution to the celebrations, it was decided to construct an impressive commemorative monument in the midst of an extensive park at an estimated cost of about Rs. 43 lakhs. The monument and the park are both under construction.

Plans for Tagore Centenary Celebrations : Elaborate nation-wide plans were made to celebrate the Tagore Centenary falling in May 1961, reflecting the rich and unique diversity of the great poet's genius and his significant contributions to the various aspects of national development. The plans included organization of a Tagore exhibition, publication of a selection of Tagore's writings in several volumes in different languages of the country by the Sahitya Akademi, publication of an anthology of 100 songs of Tagore by the Sangeet Natak Akademi, printing of an album of 40 reproductions of Tagore's paintings by the Lalit Kala Akademi and establishment of chairs in some universities and theatres in all state capitals of the country.

Detailed plans for the celebration of the Centenary were also made in most of the foreign countries.

Indology and Indian Languages

Institute of Indology : Revival of Indian culture naturally stepped up the demand for indological research in the country. An Indology Committee was set up which recommended, among other things, starting an Institute of Indology to co-ordinate and supplement all the indological research being done in different government and private institutions including universities, etc. But the recommendation could not be implemented owing to financial stringency. Preliminary steps are, however, being taken to set up

the Institute and it may start functioning from the beginning of the Third Plan.

Publication of Rare Manuscripts : On one of the recommendations of the Indology Committee, the Government of India decided to publish about 20 rare manuscripts of national importance, in Sanskrit, Prakrit, Arabic and Persian. They also implemented two schemes for grant-in-aid to voluntary organizations to enable them to publish rare manuscripts and catalogues of manuscripts available with them. The Government of India also made an offer to voluntary organizations to get their old manuscripts treated scientifically to ensure their preservation for posterity.

Development of Modern Indian Languages : On account of the pre-eminence of the English language during the British regime, most Indian languages remained impoverished. The Constitution of India has laid down as a fundamental right that —'Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same'. From this fundamental right flowed the obligation on the part of the Government of India to develop all Indian languages. This was considered all the more necessary because it was decided, after independence, to adopt these languages as media of instruction in schools and colleges. The central government, therefore, included in the Second Plan a scheme for the development of modern Indian languages except Hindi and Sanskrit for which separate provision was made. A provision of Rs. 20 lakhs was made for the purpose in the Second Plan.

Under the scheme, central financial assistance was given to state governments and voluntary organizations on the basis of 50 per cent of the estimated expenditure on proposals for publications intended to develop their respective languages, such as encyclopaedias, bilingual dictionaries of Indian languages, bibliographies, and books of knowledge on science, culture, scientific terminology and grammar, etc. Almost all the Plan provision for the scheme was utilized.

The Ministry are also preparing a one-volume encyclopaedia in English, which will be translated into various Indian languages.

History of Freedom Movement in India : A Board of Editors (History of Freedom Movement) was set up in 1952 for the purpose.

The Board collected a considerable amount of relevant material running into 1,33,327 pages consisting of 2,890 items. On the dissolution of the Board at the end of three years, the work of another collection was entrusted to the National Archives of India. With the material now available, Dr. Tara Chand has been entrusted with the task of preparing the history. The first volume has been published. Two other volumes are under preparation.

A history of the Indian Revolt of 1857 prepared by Dr. S. N. Sen at the request of the Government of India, was also brought out in 1957 to mark the occasion of the 100th anniversary of India's first struggle for freedom.

National Libraries and Gazetteers

National Library, Calcutta : The Imperial Library in Calcutta has, since independence, been developed into a national library. The name was accordingly changed to National Library in 1948 and it was shifted from the Metcalfe Hall to its present spacious building and surroundings—Belvedere—in the same year. It was formally opened in its new premises in 1953.

The National Library has made substantial progress since independence. It has been reorganized into 11 divisions including those for preservation, publication and children's library. A significant measure of its development is the big increase in the number of its books from four lakhs in 1947-48 to 10 lakhs. An important feature of this development is the acquisition of a large number of books in each of the different Indian languages. Its budget provision has increased from Rs. 1.5 lakhs in 1946-47 to Rs. 15 lakhs in 1960-61.

A Bibliography and Reference Division has also been established in the Library with the primary responsibility of compiling the Bibliography of Indology covering all aspects of the cultural activities of the country. The first section of this project 'Bibliography of Indian Anthropology' has been published.

Delivery of Books (Public Libraries) Act, 1954 : In 1954, the Government of India enacted the Delivery of Books (Public Libraries) Act, 1954. Under the Act, the National Library, Calcutta, and three other public libraries designated by the government were entitled to get a copy each of every book published

in India. This Act was subsequently amended so that all the periodical publications in the country were also included within its purview. The other two libraries benefiting from this Act are—the Connemara Public Library, Madras and the Central Library, Town Hall, Bombay. The third library will be the Central Reference Library proposed to be set up in Delhi.

Central Reference Library: The Government of India formulated a scheme for setting up a Central Reference Library at Delhi under the Second Five-Year Plan at a cost of Rs. 50 lakhs to co-ordinate liaison work in the library world on a national basis. The scheme will be implemented when a new building, which is being planned, is put up.

One of the main objects of the proposed Library is to compile the Indian National Bibliography on the basis of the material collected under the Delivery of Books (Public Libraries) Act, 1954. A nucleus staff of the Central Reference Library was recruited for this purpose and started functioning at the National Library, Calcutta. The Bibliography, which is published quarterly in the Roman script, covers all Indian publications including the official publications. Several issues have already come out. In addition to the quarterly issues, an annual issue is also being published. The volume for 1958 is out and that for 1959 is in press. Arrangements have also been made to bring out the language fascicules in all the language scripts of the country.

Gazetteers of India: The Imperial and District Gazetteers of India are reference works of inestimable value to the administrator, and an authoritative source of information to the general public. These were last revised in 1909 and are now hopelessly out of date.

The question of revising them has engaged the attention of the Government of India for a long time, but revision was not taken up earlier for want of funds. This was taken up at first by some of the state governments on their own, Bombay in 1949, Bihar in 1952, and Madras in 1954. A few volumes were prepared, but those which were actually published before the central government entered the scene are the District Gazetteers of Gaya, Hazaribagh (Bihar), Poona, Dharwar (Bombay), Tanjore (Madras). The government felt that the work should not be left entirely to the initiative of the state governments, if we were to have District

Gazetteers for all states, and basic uniformity in the preparation of the volumes.

In July 1955, an inter-departmental meeting of officers of the various Ministries of the Government of India and representatives of the state governments was held to consider the question. On its advice, an expert committee was appointed to formulate a plan for the revision of both Indian and District Gazetteers. This committee met in November 1955 and, on its recommendations, the Government of India launched its programme of revision of the Imperial and District Gazetteers. For the Imperial Gazetteer of India (which is in 26 volumes), the first four volumes were to be revised and the work was to be the sole responsibility of the central government. The District Gazetteers' preparation and publication were to be solely the responsibility of the state governments, but the central government would meet 40 per cent of the expenditure incurred by them subject to a total limit of Rs. 20 lakhs for all the states.

The Central Gazetteers Unit was set up in January 1958. A Central Advisory Board was constituted to advise on problems connected with the Gazetteers. The functions of the Central Gazetteers Unit are two-fold: (i) revision of the first four volumes of the Imperial Gazetteer of India as a central scheme, and (ii) supervision and coordination of the work of the revision of District Gazetteers in the states.

The Central Advisory Board formulated the plan of the four India Volumes and submitted it for the approval of the Minister, but this could not be finalized till a General Editor was appointed. The Central Advisory Board was reconstituted in August 1959 and the plan of the first volume and a list of contributors came up for consideration at its first meeting and were adopted. Experts of eminence like Dr. C. P. Ramaswami Aiyar, Dr. S. K. Chatterji, Dr. D. N. Wadia etc., who are well-known authorities in their respective fields, were entrusted with the writing of chapters for the first volume.

The work on the first volume has been taken up and it is expected that it will be ready for the press by the end of 1961. A number of contributors to the volume have already been received but for the chapter on 'population' it has been decided to await

the final results of the census operations of 1961 so that an authoritative note can be added to Volume I. The work on the remaining volumes will be taken up at subsequent meetings of the Central Advisory Board.

State Gazetteer Units were set up in almost all the states by 1958 except in the Punjab and Jammu and Kashmir. The Gazetteer Organization is being constituted in the Punjab where a State Editor and an Editor have been appointed recently. The scheme has been approved in principle by the Government of Jammu and Kashmir, but the State Unit has still to be organized.

The work is progressing smoothly and the District Gazetteers of Gaya, Hazaribagh, Muzaffarpur, Singbhum and Saran (Bihar), Poona and Dharwar (Bombay), Tanjore (Madras) and Lucknow (U.P.) have so far been published. In addition, many drafts (see Appendix at the end of this chapter) are under preparation and about 50 District Gazetteers were expected to be completed by the end of the Second Five-Year Plan. The remaining District Gazetteers are expected to be published during the Third Plan period.

The original provision of Rs. 25 lakhs made for the scheme was provisionally reduced to Rs. 10.5 lakhs in the Second Plan. Out of this amount, an expenditure of Rs. 3,15,290 has so far been incurred which includes Rs. 1,22,298 on account of central grant-in-aid so far given to the state governments. A provision of Rs. 4,80,500 exists in the budget for the year 1960-61.

In view of the fact that the work was taken up as late as in 1958, the scheme could not be completed during the Second Plan and has had to be carried on as a spill-over to the Third Plan. It is expected that all the revised District Gazetteers as well as the four India Volumes will be brought out before the end of the Third Plan period.

Copyright : At the time of independence, the law relating to copyright in India was regulated by the Copyright Act, 1911 as adapted by the Indian Copyright Act, 1914. In view of the Constitutional changes in the status of India, the U.K. Copyright Act presented serious difficulties in its application to India and it was, therefore, considered necessary to enact an independent self-contained law relating to copyright. A new Copyright Act was, therefore, placed on the Statute Book in 1957. The law provides for the setting up of a Copyright Office and a Copyright Board. The

new Act came into force on January 21, 1958. India has also acceded to the Brussels Convention on Copyright and the Universal Copyright convention.

Evaluation and Prospects

Main Features : The most striking feature of the development reviewed in this brief report is the marked increase both in the volume and in the variety of cultural activities undertaken by the central government since independence. Three main approaches are perceptible. Every effort has been made to encourage and strengthen voluntary organizations in different fields of culture, giving them suitable financial assistance. In certain important fields, where more positive guidance on an all-India scale was considered desirable or necessary, autonomous organizations were promoted with funds from the central government but with freedom to frame their own policies and programmes. Even in fields of work where the central government is directly concerned, central advisory boards have been set up to advise the government on policy matters. The significant trend is to secure expert and public opinion for governmental policies as far as possible.

As regards the contents of various cultural programmes, stress has been laid on such activities as express and promote the basic unity of Indian culture. Emphasis is also laid on the promotion of emotional integration among people in different parts of the country. No less significant is the attempt to give a rural bias to some cultural programmes so as to bridge the gulf between the rural and the urban population.

Need for National Policy : It would, perhaps, be too much to claim that the central government has been able to evolve a well-defined and comprehensive policy for the cultural development of the country. It is hardly possible to do so in such a short time. The present programmes have been planned mainly to meet certain immediate needs felt in the cultural field. At the same time, in the surprising spurt of cultural activity since independence, can be discerned some of the lineaments of a comprehensive policy to be forged in the near future. It is too soon yet to attempt to assess the work of all the autonomous bodies set up for promoting cultural

development. It may, however, be hoped that with time these new bodies will gather momentum as they gain fresh experience.

The achievement of the government since independence can be more precisely measured by the great progress of expenditure on cultural activities on the part of the central government since independence. The following figures regarding even the few items dealt with by the central government before independence speak for themselves.

TABLE 14: PROGRESS OF EXPENDITURE ON CULTURAL ACTIVITIES SINCE INDEPENDENCE

Subject				Budget provision for 1946-47	Budget provision for 1960-61
				(Rs. in lakhs)	(Rs. in lakhs)
Archaeology	..	..	..	18.7	122.0
National Library	..	..	..	05.1	15.0
Indian Museum, Calcutta	..	..	..	00.5	01.8
Victoria Memorial Hall, Calcutta			..	01.0	03.0
Grants to cultural organizations	..		..	00.6	35.0

Since independence, 12 new cultural schemes have been implemented. The budget provision for 1960-61 for all the cultural activities of the central government, excluding those relating to external relations and scholarships amounted to Rs. 328.6 lakhs as against the meagre budget provision of Rs. 23.2 lakhs for similar activities in 1946-47.

Progress under the First and Second Plans: The scope of development is all the greater because of the long neglect of cultural affairs until independence. Even since independence, culture has not received a fair deal, unavoidably though, because of the competing claims of more urgent problems and priorities. In the First Five-Year Plan, five cultural schemes were projected but none of them could be implemented owing to financial stringency. It is actually during the Second Plan period, and more so since the setting up of the present Ministry in 1958, that noticeable progress in the

implementation of seventeen cultural schemes has been made. For all cultural schemes of the central as well as state governments there was a Plan provision of about Rs. 4.63 crores only, representing about 0.1 per cent of the total Plan provision of Rs. 4,500 crores. There is, therefore, a big leeway to make up if the cause of culture is to revive and come into its own.

Apart from lack of funds there were other factors which hampered the progress of cultural schemes in the Second Plan—for instance, lack of experience, trained personnel, and foreign exchange, and late start in the implementation of some of them.

Prospects in the Third Plan : Some of these difficulties have been partly overcome. A more adequate financial provision for cultural activities has been proposed for the Third Plan—about Rs. 11.5 crores for both the central government and the state governments against about Rs. 4.5 crores in the Second Plan. In the Third Plan emphasis will be laid on the consolidation of the schemes started and implemented in the Second Plan. Essential extensions will be effected in each of these schemes. Some of them will, however, be developed considerably in view of their intrinsic importance. For instance, the schemes of development of modern Indian languages, reorganization and development of museums, national libraries and gazetteers are expected to receive particular attention because of their special cultural significance as well as long neglect. Nineteen new schemes have been included in the Third Plan.

Cultural Relations with Foreign Countries

Prior to 1947, cultural activities were largely outside the purview of the State. Occasionally Indian literary men, scientists and humanists went abroad on cultural tours, but cultural relations were mainly confined to exchange with Great Britain and countries of the Commonwealth. For example, in 1947 an Indian art exhibition was sent to London. India had practically no cultural exchanges with other countries.

On attaining independence, the problem faced was not only of projecting India's cultural achievements in foreign countries but also of establishing closer cultural contacts with those countries.

After India attained independence, there arose a number of

other more pressing problems and the work relating to cultural relations with foreign countries could not be initiated on a regular basis until 1950-51. The Government of India's cultural activities programme has, however, made considerable headway during these years. The importance given to, and the progress made in this field may be observed from the fact that while in 1950-51 the budget provision earmarked for development and promotion of cultural contacts with foreign countries was one lakh of rupees, it has risen to **Rs. 32 lakhs during 1960-61.**

To meet the growing volume of cultural activities with foreign countries, a separate External Relations Division was created in 1956, that is now charged with the responsibility of planning and implementing the cultural activities programme of the Government of India with foreign countries in collaboration with the Ministry of External Affairs.

The cultural activities programme as it stands covers a wide field, the aim being to make our cultural heritage known to people of other countries, to develop a close understanding of one another's achievement in artistic, literary, cultural and other finer aspects of life and to promote mutual goodwill and understanding.

With this aim in view, India has entered into cultural agreements with 11 countries viz., Turkey, Iraq, Rumania, Japan, Indonesia, Iran, Poland, United Arab Republic, Czechoslovakia, the U.S.S.R. and Yugoslavia. These agreements provide for cultural, scientific and educational cooperation and collaboration between **India and the respective countries.**

India's cultural activities are, however, not restricted only to countries with whom India has cultural agreements but extend to all countries.

Exchange of Delegations

During the post-independence period, India sent cultural, sports and educational delegations to a number of foreign countries.

On the other hand, cultural and other delegations were invited from a number of countries.

Distinguished scholars like Prof. Arnold Toynbee and Dr. Kenneth Bradley from the United Kingdom, Mr. Hallador Laxness, Nobel Laureate from Iceland, Dr. Isa Sipehbudhi from

LECTURE DR. AMRUD SHIMBARI from Spain, Prof. Albio Saperstein from Mexico, Dr. Julius Gethmann and Prof. Irving Bokorin from Hungary, Prof. Nguyen Khanh Loan, Vice Minister of Education, Democratic Republic of Vietnam, Mr. R. A. Bener, under the joint sponsorship of UNESCO and the Government of India, from Stockholm, Prof. Hajime Nakamura and Prof. Masakiyo Miyamoto from Japan, Dr. Grayson Kirk, and Mr. and Mrs. Andor Foldes from America, Prof. and Mrs. Wertheim from the Netherlands, Mr. Chai Senghe from Laos and Mr. Le Van from the Republic of Vietnam and Dr. F. D. Vries from the Hague visited India. Indian scholars were also sent to various countries of the world.

International Congress and Festivals

India participated in various international congresses and festivals either by sending its delegations at government expense or assisting individuals groups to participate on such occasions.

Special mention may be made of the following international congresses/festivals.

Seventh International Congress of Linguists held in London in September 1952.

Second Conference of World Fellowships of Buddhists held in Tokyo in 1952.

International Seminar on 'Education and the Problems of Daily Living' held in Paris in June/July 1954.

Inaugural Session of Pakistan Philosophical Congress held in Lahore, in April 1954, and subsequent sessions of Pakistan Philosophical Congress held in Karachi in February 1955, in Peshawar in 1956, in Dacca in 1957.

Fifteenth International Congress of Philosophy at Brussels in January 1955.

Pan-African Congress on Pre-History held in Livingston, North Rhodesia.

Third International Conference of Students of Architecture held in Paris in April 1955.

International Congress of Orientalists held in Paris in July 1948, in Istanbul in September 1951, in the United Kingdom in July 1954, in Munich in 1957, and in the U.S.S.R. in 1960.

Youth Congress held in New York in December 1959.

Indonesia Language Congress held in October-November 1954.

Regional Conference of the International Federation of University Women held in January 1955.

Third International Conference of University Professors of English held at Cambridge in 1956-57.

Edinburgh Festival held in the United Kingdom in 1956-57.

Two Hundred and Fiftieth Anniversary Celebrations of **Technical University, Prague.**

P. E. N. International Congress held at Tokyo, in 1957-58 and **in Frankfurt in July 1959.**

Two Thousand and Five Hundredth Buddha Jayanti Celebrations held in Thailand in 1957-58.

Jashan Celebrations in Afghanistan held annually in August since 1949.

Two Thousand Five Hundredth Buddha Jayanti Celebrations held in Cambodia in 1957-58.

Ninth International Congress for the History of Religions held in Tokyo in August-September 1958.

Gandhi Jayanti Celebrations, Independence Day and Republic Day Celebrations in Nepal for the last four years.

Theatre Des Nations Festival held at Paris in 1959 and 1960.

Indian Art Exhibitions : Indian art exhibitions were sent to a number of countries and India participated in international art exhibitions in the United Kingdom, Italy, Japan, Burma, British West Indies, Ireland, West Germany, Ceylon, Philippines, Australia, France and the United States of America. Special mention may be made of the 'Five Thousand Years of Indian Art Exhibitions' which is still abroad and which has already been shown at Essen, Zurich, Paris and Vienna. This exhibition consists of 920 art objects from the time of *Mohenjodaro* to present times which have been lent by 30 museums and art galleries in the country. The exhibition has made a great impact on Europeans.

At the invitation of the Government of India, art exhibitions have also visited India mostly from European countries. India has also organized two UNESCO travelling exhibitions of reproductions of Chinese art and Persian miniatures.

Presentation of Books : Still other activities in the field of cultural contacts with foreign countries have been the exchange of books and library sets relating to the various aspects of Indian life, culture, history, language, literature, philosophy, religion etc. Books were presented to libraries, institutions, scholars etc. in various parts of the world.

Besides books, art objects, audio-visual material, children's equipment, radio sets, etc., were presented to institutions in some countries.

Grants : *Ad hoc* grants have been given to a number of Indo-foreign and other cultural and educational institutions both in foreign countries and in India.

Financial assistance to enable foreign students and scholars to prosecute their studies is also given in some special cases from cultural activities programme. Assistance is given to African students in India, not covered under the General Cultural Scholarships Scheme, to learn Hindi in their colleges.

Subsidy for Translation and Publication of Indian Classics into Foreign Languages : To encourage the spread of knowledge about India, the government has encouraged translation and publication of Indian classics and other books into foreign languages. The Government of India bought out five manuscripts of the Arabic translation of the *Mahabharata*, *Gita*, *Nala Damayanti*, *Shakuntala* and Indian chronicles translated by Shri Wadi Boustni. The Government have assisted in the publication of Tagore's *Gitanjali* and *Fruit Gathering* in Arabic, *Meghdoot* in Nepalese, Pandit Jawaharlal Nehru's *Autobiography* in Persian, and assisted institutions in Nepal in the translation and publication of Indian books.

Recruitment of Teachers for Foreign Countries : At the request of particular foreign governments, Indian teachers were recruited for service in Uganda, Afghanistan, the U.S.S.R., the United States of America, Gold Coast, Nepal, Mauritius, Ethiopia and Fiji.

Promotion of Education Abroad : Two endowment funds, one in Ceylon and the other in the British West Indies, were created with liberal grants from the Government of India.

Essay contests were organized in Australia and prizes given to students. Hindi centres were opened in British West Indies, British

Guiana, Jamaica, Nairobi and prizes awarded to the best students of Hindi. (These centres have, however, since been discontinued.)

Prizes were also awarded to the best students of Hindi and other Indian languages from Japan, Mongolia, China, the U.S.S.R., the United Kingdom, Poland and Czechoslovakia in the shape of a free round trip to India for a month, and financial subsidy to a student from the United States of America.

Rehabilitation of Tibetan Refugees (Students and Learned Lamas): Consequent on the recent disturbances in Tibet, a large number of Tibetan refugees came to India. This Ministry provided educational facilities to 160 students during 1959-60 and it is proposed to provide similar facilities to another 76 Tibetan refugee students.

Twenty-five scholarships of the value of Rs. 50 per month each have also been sanctioned to enable 25 Tibetan refugee Lamas/students to prosecute under-graduate studies at the Sanskrit University, Varanasi, Nava Nalanda Mahavihara and the Namgyal Institute of Tibetology, Gangtok.

With a view to utilizing the presence in India of learned Tibetan Lamas, ten fellowships of the value of Rs. 300 per month each have been sanctioned to enable universities/institutions in India to appoint suitable Lamas for research and teaching work. The Delhi University and the Sanskrit University, Varanasi, have already appointed one Lama each and the Namgyal Institute of Tibetology, three Lamas.

To make available in India, education on the pattern available in the monasteries in Tibet, a School of Buddhist Philosophy was established at Leh in October 1959.

International Students' House, Delhi: A society named the International Students' House Society has been set up to put up an International Students' House at Delhi. Administrative approval for its construction has been given.

Indian Council for Cultural Relations: At the unofficial level, the cultural activities programme with foreign countries is looked after by the Indian Council for Cultural Relations, an autonomous body, set up in 1950. The Council is almost entirely financed by the Government of India and the Minister for Scientific Research and Cultural Affairs as its President guides the activities of the Council.

The Council has ten different sections representing different regions and aspects of its work, such as, East and West Asia, Africa, Europe, America, Carribean Area, Persian Language and Culture, Students' Service Unit, Publications, Library and Reading Room.

Sending Indian teachers to teach at foreign universities, inviting student-teacher parties and goodwill missions to India, arranging receptions for visiting foreign dignitaries from various parts of the world, presenting books, arranging exchange of students, sending Indian scholars abroad for research and cultural tours, encouraging pen-friendship, translating Indian classics into foreign languages, supervising welfare of foreign students studying in India through social gatherings, holiday tours, seminars and rest and recreational camps, etc., publishing two quarterly journals on Indo-Asian culture and subsidizing a third journal published by the Iran Society, are some of the more important activities of the Council.

The Council is also running an International Students' House at Delhi and Calcutta in rented buildings and a Students' Club at Madras.

Azad Bhavan : To enable the Indian Council for Cultural Relations to function suitably, it was decided to construct a building of its own. The first phase of the building has been completed and the Council has moved to its new premises.

Evaluation and Details of Important Plans under Implementation

Some of the more important activities undertaken during this period are the project connected with the construction of India House at the Site Universitaire, Paris, and financial assistance for the extension blocks to the Y.M.C.A. Indian Students' Union and Hostel, London.

The India House at the Site Universitaire, Paris, is estimated to cost about Rs. 35,00,000 in all, and will provide accommodation to about 97 students when completed.

The London Hostel has been granted a sum of Rs. 4,00,000.

India has friendly relations with all the countries of the world and consequently there is a demand for more intimate cultural relations from almost all the countries of the world. Owing to limited funds, it has not been possible to meet all these demands. It has also been felt that the practice of collecting a few artistes from

different parts of India at the last moment to form a composite delegation of dancers and musicians does not serve our purpose fully. It has, therefore, been proposed that there should be two troupes employed by the Government of India who will be under constant practice within the country and who could be sent at short notice to the different parts of the world.

We have also reached a stage when it has become necessary to review the work that has been done so far and in the light of our experience concentrate on those regions of the world where not much work has been done in the past. For the first time, therefore, a dance and music troupe is visiting West Asian countries this year (1961) and for the first time a troupe of artistes was sent to Latin American countries. This has been followed up by sending an exhibition of Indian paintings to these countries.

APPENDIX

PROGRESS MADE IN THE PREPARATION AND PUBLICATION
OF DISTRICT GAZETTEERS

Sl. No.	State	Approved			Submitted for approval	Under preparation
		Published	In press	Awaiting publication		
1.	Assam	..	..	..	..	Kamrup Sibsagar
2.	Bihar	..	Champan Gaya Hazaribagh Muzaffarpur Saran Singhbhum	Monghyr Palamau	..	Purnea
3.	Bombay	..	Poona Dharwar	Broach	..	Kolhapur Surat Ratnagiri
4.	Kerala	..	..	..	..	Trivandrum
5.	Madhya Pradesh	..	..	..	..	Gwalior Khandwa
6.	Madras	..	Tanjore	Madurai	Coimbatore South Arcot	..
7.	Mysore	..	..	Bijapur	South Kanara	Raichur
8.	Orissa	..	..	..	..	Chital- durg
9.	Rajasthan	..	..	..	Jhalawar	Koraput
10.	Uttar Pradesh	Lucknow	..	..	Barmer	..
11.	West Bengal	..	..	..	Faizabad	Barabanki Sitapur
					..	Burdwan Maida West Dinajpur
<i>Union Territories—</i>						
1.	Delhi	..	..	..	..	Delhi
2.	L.M. and A. Islands	L. M. and A. Islands
3.	Manipur	Manipur
4.	Pondicherry	Pondi- cherry
5.	Tripura	Tripura



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CHAPTER 3

Union Territories and Centrally Administered Areas

The Government of India is directly responsible for education in the six Union Territories of (1) Delhi, (2) Himachal Pradesh, (3) Manipur, (4) Tripura, (5) Andaman and Nicobar Islands, and (6) Laccadive, Minicoy and Amindivi Islands, and in the centrally administered areas of North-East Frontier Agency (NEFA), Pondicherry, Naga Hills and Tuensang Area (NHTA) which is shortly to be elevated to statehood under the name of 'Nagaland'. A review of the development of education in these areas in the post-independence period follows.

DELHI

Among Union territories, Delhi occupies a unique position owing to its significance as the capital of the Indian Union, and the complexity of its educational problems arising mainly out of the prevailing high cost of living, the rapid growth in its population and the varied occupational and linguistic composition of the people.

General

Delhi has an area of 573 sq. miles and a population of 26,58,612 according to the 1961 census. In 1900, its population was only about 2 lakhs. Its significance began to increase after 1911, when it became the capital of India and especially after 1930, when New Delhi was formally opened. During the last 14 years, there has been a spectacular increase in its population. A large part of this increase has been contributed by the influx of displaced persons from West Pakistan. The rest is due to its development as a political, industrial, commercial, and educational centre of great importance. Since people from practically all parts of the country are in the federal civil service and reside in Delhi, the population of the Territory has become truly cosmopolitan. Almost every important language in the Union is spoken here and used as medium of instruc-

tion in some of its schools. The Territory is almost exclusively urban, although the 'rural' areas include 258 villages. Because of their proximity to the Capital, most of the villages have developed a semi-urban or suburban character.

Besides being the nerve-centre of the country's political life, Delhi is also rapidly becoming an important industrial centre. With about 900 registered factories, its important industries include textiles, engineering, chemicals, iron and steel, sports, hosiery, leather-work, rubber and sports goods, and food products. Industrial estates have been developed at Okhla, Shahdara, Najafgarh and Badli. Delhi is famous for ivory carving, gold and silver embroidery and brass, copper and pottery work. A very large number of small and cottage industries have also grown up, and an industrial finance corporation has been set up to assist them. In keeping with its metropolitan character, Delhi has become one of the most important rail, road and air centres in India.

On the eve of independence, Delhi was a centrally administered area. On the adoption of the Constitution in January 1950, it became a Part C State and on November 1, 1956, it became a Union Territory. Its administration is presided over by a Chief Commissioner, who is under the Ministry of Home Affairs. Unlike Himachal Pradesh, Manipur or Tripura, there is no Territorial Council in Delhi. Nevertheless, the people enjoy a large measure of self-government through three local bodies—the Delhi Cantonment Board, the New Delhi Municipal Committee and the Delhi Municipal Corporation. The establishment of the Corporation in 1958 to replace a large number of small and comparatively less efficient local bodies, which had existed earlier, was an event of great significance for the future development of this area. Primary education is now in charge of the local bodies, and is one of their obligatory functions.

As a result of the unprecedented growth of population, vast areas of land belonging to the government and to private individuals have been occupied indiscriminately during the last 12 years, with the result that a large number of slums have appeared all over Delhi. In order to cope with the problem, and also the existing and future needs of the city, a Master Plan has been prepared. It is hoped that, with its adoption, the available land will be put to a much better use

than in the past. There will be a dispersal of government offices, expansion of existing business and commercial centres, the establishment of additional shopping centres to cater for the new residential areas, development of new and planned industrial areas at suitable places, and an effort to see which of the existing industries can be removed from within the residential areas with a view to earmarking the land thus obtained for residential, recreational and educational purposes. It is also hoped that with the implementation of the Master Plan, adequate building space will become available for educational institutions, existing or proposed.

Historical Background

Till 1913, education in Delhi was looked after by the divisional inspector and inspectress of schools of the Ambala Division of the Punjab Education Department. An independent office of the Superintendent of Education and a post for a woman Assistant Superintendent of Education were created in November 1916. The Superintendent of Education was later placed in charge of education in Delhi, Central Indian Agency and Ajmer Merwara. About the close of 1948, the designation of the Superintendent was changed to that of 'Director of Education, Delhi' and he was relieved of his responsibility for the Central Indian Agency and Ajmer Merwara. Delhi University was established in 1922; in 1926, the Board of Secondary Education was created as an autonomous body for controlling and conducting high and higher secondary school examinations. In 1945-46, Delhi had only seven colleges, 43 higher secondary schools, 56 middle schools and 231 primary schools. The total enrolment in these institutions was 3,324 at the collegiate level, 23,250 at the secondary and 44,407 at the primary stages. The total educational expenditure was about Rs. 70.64 lakhs. As the following survey will reveal, there has been an unprecedented expansion of facilities at all levels during the post-independence period.

Primary Education

Before independence, the control and administration of primary education was in the hands of a number of local bodies—the District Board, the Delhi Municipal Committee, the New Delhi Municipal

Committee, the Cantonment Board and a number of notified area committees. Standards left much to be desired in every respect—training of teachers, buildings and equipment.

During the last 12 years, there has been a tremendous expansion of facilities at this level. The enrolment in classes I-V has risen from 58,149 in 1947-48 to 2,86,386 in 1960-61. Enrolment in classes VI-VIII has increased from 14,911 in 1947-48 to 1,12,466 in 1960-61.

The primary syllabus has been revised twice since independence ; a common integrated syllabus is now followed in all primary schools. The present syllabus gives their rightful place to social studies and general science and also emphasizes art and manual work. Formerly the duration of the course for boys was four years, and for girls five years. Now a common primary course of five years has been adopted for boys and girls.

The scale of pay for primary teachers has been substantially improved and is now among the best in India. The present scale for a trained matriculate is Rs. 118-225. The supply of trained teachers is adequate and the recruitment of unqualified teachers is now a thing of the past.

A scheme for the provision of free milk has been introduced in selected schools. Dry milk powder is supplied free of cost by the Red Cross Society, and the cost of fuel, sugar and utensils, etc., is met by the Delhi Municipal Corporation.

The shortage of school buildings presents a serious problem. In spite of the massive building programmes undertaken, a large number of schools are still held in tents and the expedient of the double-shift system has stayed longer than was intended. Efforts are, however, being made to adopt a comprehensive building programme and to eliminate the tents as quickly as possible. In the Third Plan, it is proposed to introduce universal education ; provision has consequently been made for an additional enrolment of 1,13,000 children in the age group 6-11, and 60,000 in the age group 6-14. The Delhi Primary Education Act was passed by Parliament in 1960 and now serves as a model for legislation on the subject.

Basic Education

The scheme of basic education was introduced in the rural areas of Delhi in 1948, when 150 junior basic schools were opened in July

of that year. All the remaining primary schools in rural areas were converted to the basic pattern during the next six years. By 1954-55, practically every one of the Delhi villages had either a junior or a senior basic school.

In the urban areas also, a number of junior basic schools have been started, several of which have already been raised to the senior basic standard. Enrolment in the basic schools of Delhi increased from 8,680 in 1948-49 to 55,102 in 1960-61.

To supply the basic schools with properly trained teachers, two teacher-training institutes were approved in 1947-48—one for boys at Ajmer and the other for girls at Delhi. The Training Institute at Ajmer was later handed over to the Ajmer Administration and a separate basic training institute for boys was started in Delhi in 1957-58. This has since been merged with the teacher training institute for girls. The duration of the training course has also been increased from one to two years. Nearly 2,000 teachers have been trained in these institutions during the last seven years.

Secondary Education

The number of middle schools rose from 61 in 1947-48 to 193 in 1960-61, the number of middle schools for girls rising from 16 to 99 during the same period. In 1947-48, there were ten high and 35 higher secondary schools. Today, there are 299 higher secondary schools of which nine are of the multipurpose type. The enrolment at the secondary stage rose from 6,325 in 1947-48 to 1,64,406 in 1960-61. The number of teachers increased from 893 to 11,001 in the same period.

Simultaneously with this rapid expansion of secondary education, a number of concrete steps were taken to enrich its content and to improve its standard. These include the provision of increased facilities and equipment for the teaching of science, improvement of school libraries, introduction of remedial teaching after school hours, improving the remuneration of teachers and the appointment of better-qualified teachers, organization of programmes for the in-service training of teachers and supervisors, increasing use of audio-visual aids, including regular radio broadcasts and even lessons on television, provision of vocational guidance in many

schools, and the introduction of a better examination system through the assignment of credits to sessional work.

One of the most difficult problems at the secondary stage relates to the provision of adequate school buildings. With the phenomenal increase in enrolment during the last decade, the double-shift system had perforce to be adopted and several schools were housed in tents. These emergency measures have been necessary in spite of the fact that 26 school buildings were constructed during the First Plan and 70 buildings during the Second. These are in addition to a number of temporary structures and prefabricated buildings put up recently.

University Education

The University of Delhi was incorporated as a unitary teaching and residential university by an Act of the Central Legislature in 1922. There were then three colleges in Delhi *viz.*, St. Stephen's, Hindu, and Ramjas Colleges. These were affiliated to the university and were in course of time expected to be transformed into residential units. The original conception of a unitary teaching university had, however, to be given up gradually in favour of a federal university. Subject to the control and coordinating influence of the university, the colleges remain autonomous teaching units, working in cooperation with one another and with the university.

In 1933, a memorable step was taken in the development of the university on these new lines. The old Viceregal Lodge, with its extensive gardens was handed over to the university, and sites were earmarked for the constituent colleges in the area known as the Old Viceregal Estate, by the Government of India on condition that each constituent college should be prepared to forego some measure of its autonomy in order to share in, and contribute to the life and government of the university as a whole. This envisaged the establishment of a federal university with its constituent colleges situated on the campus. That vision has been largely realized, since as many as 11 important colleges and institutions recognized by the university, are located in the university area. Two more are expected to be on the campus soon.

The Delhi University Amendment Act of 1952 has made the university a teaching and affiliating university. As the university

has lost a considerable area of its campus for reasons beyond its control, there is no room on the campus for the location of new colleges which are required to meet the growing demands for higher education. It has, therefore, been decided to modify the original ideal of campus colleges and allow new colleges to be located outside the campus, in the newly-developed areas of the capital. Accordingly, Deshbandhu College located at Kalkaji (about 15 miles from the campus) has been affiliated to the university. The territorial jurisdiction of the university, which was limited to an area of ten mile radius from the Convocation Hall now extends to the entire area of Delhi Administration.

The phenomenal growth of Delhi University will be seen from the following statistics:

TABLE 15: GROWTH OF DELHI UNIVERSITY (1922-1961)

Item	1922	1947-48	1960-61
Colleges	3	7	28
Faculties	3	4	9
Departments .. ..	..	11	34
Students (total)	800	4,182	20,774
University teachers	2	..	245
Teachers in colleges	76	173	920
Girl students	5	712	6,487

Since independence, 43 new courses have been instituted by the University of Delhi. The study of Hindi is compulsory for students whose mother tongue is not Hindi. English is at present the medium of instruction, except in Hindi and other Modern Indian Languages. Under-graduate students have the option to answer questions in B.A. (Pass) and qualifying examinations in Hindi. Attempts are also being made by some colleges of this university to impart instruction in a few subjects through the medium of Hindi.

There were only three foreign students in the university in the academic year 1947-48. The present number of foreign students is 291. Of these, 142 are from Africa, 42 from Thailand, 17 from

Nepal, seven from Malaya, seven from Burma and six from the West Indies.

The three-year degree course for under-graduate students was first planned and introduced in India by the University of Delhi in 1943. The course is obviously the concomitant of the higher secondary school course of eleven years, of which three years are meant for the higher secondary stage. Pending the introduction of the three-year higher secondary course in all the schools of Delhi, provision was made to admit students passing the high school examination to the preparatory class in colleges. Owing to a variety of circumstances the transitional period for running the preparatory class which was expected to be only five years—has already run into 20 years. It has now been decided to abolish the class from 1962-63. The prevailing opinion about the three-year degree course, as well as the three-year higher secondary course, is that the two courses have helped to raise the standard of education both in schools and in colleges.

The university has provision for the award of Ph.D. in the faculties of arts, science, law, medical science, education, social sciences and music. The number of students doing research in various departments in 1960-61 was 638, as against 80 in 1947-48.

In recent years, the number of persons seeking admission to the colleges has far exceeded their intake capacity. In the circumstances, admissions have become competitive.

In order to develop intellectual initiative and self-reliance among students, a tutorial system was introduced in 1958 with the help of a grant from the Ford Foundation. In the first instance, it was confined to the final year students of the B.A. (Honours) course. The students meet their tutors in groups of four for an hour once a week with some definite written work which forms the basis of discussion. The general feeling is that the tutorial work has contributed materially in raising the standards of Honours work.

Social Education

The Social Education Branch of the Delhi Directorate was started 11 years ago with the object of removing adult illiteracy from the rural areas. Its scope has since been enlarged to include extension and training for the promotion of health, culture, recreation

and vocational competence. The programmes of social education are implemented largely through the organization of social education or community centres, model community centres, school-cum-community centres, mobile educational caravans equipped with audio-visual aids, library services, rural broadcasts and community listening services, organization of youth clubs and Mahila Samitis, etc. Achievements in social education have been quite significant. The literacy classes alone have so far enrolled more than one lakh of adults, out of whom over 56 thousand have been rendered literate.

Girls' Education

The education of girls has made steady progress in all directions. The number of primary schools for girls increased from 65 in 1947-48 to 275 in 1960-61, and the number of girls in primary classes from 17,605 to 1,10,256. The number of secondary schools for girls increased from 30 in 1947-48 to 198 in 1960-61, and the enrolment of girls in secondary classes from 21,865 to 62,641. The total expenditure on institutions for girls increased from Rs. 22.8 lakhs in 1947-48 to about Rs. 24 crores in 1960-61. At present about 76 per cent of the girls in the age group 6-11 and 55 per cent of the girls in the age group 11-14 are attending schools. There is no shortage of women teachers except in certain subjects like mathematics, physics, chemistry, biology and domestic science. Practical and cultural subjects like domestic science, music, painting, dancing, etc., attract a larger number of girls and have helped reduce wastage among them. A large number of educational centres for adult women have also been set up in Delhi in recent years. A State Council for Women's Education set up recently advises on programmes relating to the education of girls.

Teaching of Science

At present science is being taught in 178 higher secondary schools which have nearly 19,000 science students on rolls with 567 science teachers. Special grants have been given to schools for equipment. During the Third Plan, it is proposed to provide science equipment to 70 more schools and also to set up a Science Centre at a cost of Rs. 7 lakhs.

Scholarships

The following types of scholarships are awarded to encourage deserving students.

- (a) *Military Scholarships* : The children and dependents of all soldiers on active service, or who have been killed or incapacitated while on active service, and whose income does not exceed Rs. 2,000 per annum are granted scholarships ranging between Rs. 2 and 7 per month up to the class VIII
- (b) *Charity Scholarships* : These include (i) one scholarship up to Rs. 20 p.m. to be awarded to a deserving candidate ; (ii) one scholarship of Rs. 40 p.m. for study in the Indian Institute of Mines and Applied Geology, Dhanbad ; (iii) four scholarships of Rs. 40 p.m. each for study in the College of Technology, Varanasi ; (iv) four scholarships of Rs. 50 p.m. each for a period of four years for higher studies in a college ; (v) 18 scholarships of the monthly value of Rs. 920 in the aggregate for studying at the Jamia Millia Rural Institute, New Delhi ; (vi) 50 industrial school scholarships awarded to students of the Industrial School, Delhi ; and (vii) four scholarships of Rs. 22 p.m. each awarded to displaced orphan students.
- (c) *Open Scholarships* : There are 40 middle school scholarships of the value of Rs. 10 p.m. each awarded every year on the basis of competitive examinations at the end of primary and middle stages respectively.
- (d) *Other Scholarships* : These include (i) two scholarships of Rs. 1,000 per annum for study in any of the recognized public schools, and (ii) special facilities in the form of exemption from fees and payment of stipends for the education of displaced students. Besides, the dependents of political sufferers, whose income from all sources does not exceed Rs. 300 p.m. are also exempt from the payment of tuition fee and are given yearly stipends ranging between Rs. 12 and Rs. 40.

Physical Education

Physical education forms an integral part of the primary and

secondary curriculum and is compulsory for every child. Every secondary school has a qualified physical training instructor on its staff. A Board of Physical Education and Recreation has been constituted to suggest ways and means to develop suitable programmes of physical education in schools. The National Discipline Scheme has been adopted in a number of schools and has made good progress.

Games and Sports

The Delhi Council for Sports and Games was constituted in 1955. In spite of the paucity of playing fields and the introduction of the double-shift system in schools, athletics, games and sports are very popular. Annual inter-school tournaments attract more than 14,000 active participants from nearly 200 schools. Every year a number of coaching camps under expert guidance are organized to train young athletes and sportsmen.

Education of the Scheduled Castes, Scheduled Tribes and Other Backward Communities

The following schemes have been introduced for the benefit of students belonging to the above classes.

- (a) *Primary Stage* : Free tuition and stipends of Rs. 30 per annum to students (whose guardians' income is less than Rs. 200 p.m.) for the purchase of books, stationery, etc.
- (b) *Secondary Stage* : Free tuition and stipends at rates between Rs. 30 and Rs. 60 per annum according to the class in which the student is studying.
- (c) *University Stage* : Exemption from fees if the income of the guardians is below Rs. 300 p.m. and, in addition, scholarships under the Government of India Scheme.

Pre-primary Education

The Administration neither provides pre-primary schools nor gives financial assistance to such schools ; but there is a large number of private pre-primary schools. These charge fairly high fees and are generally utilized by children from well-to-do homes.

Education of Handicapped Children

With the exception of one school for the blind, with about 30 children, and a school for the deaf and dumb, with an enrolment of about 40, there was no provision in Delhi for the education of the handicapped before 1947. Significant progress has, however, been made in the last 14 years. There are now four institutions for the blind, which impart education through the Braille system, and also teach a number of handicrafts, such as handloom weaving, cane work, knitting and candle work. Two of these institutions also provide sheltered workshop facilities to their ex-students. No fees are charged at these schools.

The Lady Noyce School for the Deaf and Dumb has been provincialized and raised to the middle standard. Hearing aids have been introduced, the number of teachers and crafts increased, and hostel facilities provided. Enrolment has gone up to 200. Education in the school is free. A training department for teachers has also been added to the institution.

Two occupational therapy schools for the orthopaedically-handicapped have been started under private management. They are well-equipped and have about 100 children on their rolls. One of them also has a training department.

Facilities for the care and training of the mentally deficient are still very meagre. This year, the Directorate of Social Welfare has started a Home for the mentally deficient children.

Audio-visual Education

Radio is becoming increasingly popular and special school broadcasts are listened into regularly by about 110 schools. A film library is also maintained in the Directorate. An experimental scheme for the introduction of television has been taken in hand with the help of the Ford Foundation. About 250 television sets will be installed in higher secondary schools in the near future.

An Advisory Board for Audio-visual Education has been set up and the training of teachers in audio-visual education has become a regular feature in the Teacher Training Institute. During the Third Plan, it is proposed to establish a full-fledged Audio-visual Section in the Directorate and to assist the schools towards the purchase of audio-visual equipment.

Development of Hindi

Hindi has now been made compulsory in the higher secondary examinations. Hindi classes are run by the Delhi Administration to provide facilities for teaching Hindi to non-Hindi-speaking government employees. Hindi typewriters have been introduced in government offices. The administration gives *ad hoc* grants to voluntary organizations engaged in the work of propagating Hindi.

Propagation of Sanskrit

There are about ten Sanskrit *pathshalas* in Delhi, which impart instruction in Sanskrit and prepare students for the Sanskrit examinations of the Banaras Sanskrit University and other bodies. *Ad hoc* grants are given to organizations and individuals engaged in the propagation of Sanskrit. It is proposed to give financial assistance at the rate of Rs. 5,000 per *pathashala* per year in the Third Plan.

Administration

Education up to secondary stage is in charge of the Delhi Administration and is supervised by the Directorate of Education. For purposes of administration, the Territory has been divided into three educational zones. Each zone has an inspector of schools and an inspectress of schools assisted by deputy and assistant inspectors and inspectresses.

At headquarters, the Director of Education is assisted by six senior Class II officers. Work relating to physical education, scouting, games and sports is supervised by a deputy inspectress for physical education. There is also a deputy inspectress for domestic science for girls' schools.

Finance

As Table 16 will show, expenditure on education under the Delhi Administration has risen during the last 12 years.

These figures exclude expenditure on capital works as well as expenditure incurred on education by the three local bodies.

Outlook for the Third Plan

In the First Plan, the emphasis was on primary education. The Second Plan provided additional educational facilities at all levels,

from primary to the higher secondary, and introduced measures for improving the quality of instruction and for reorganizing secondary education according to the recommendations of the Mudaliar Commission. The Second Plan also saw the establishment of the Municipal Corporation of Delhi which has assumed responsibility for education up to middle standard and materially supplemented the finances available for education.

TABLE 16: EXPENDITURE ON EDUCATION UNDER DELHI ADMINISTRATION (1948-49 TO 1960-61)

Year		Total expenditure of Delhi Administration	Total expenditure on education of Delhi Administration	Percentage of total expenditure to expenditure on education
		Rs.	Rs.	
1948-49	..	2,36,37,167	36,14,245	15.3
1951-52	..	3,10,72,466	46,36,442	14.9
1955-56	..	7,43,89,171	1,76,59,615	23.7
1960-61	..	13,58,15,000	2,71,99,400	20.0

The following is the break-up of funds tentatively allotted to education in the Third Plan.

TABLE 17: ALLOCATION OF FUNDS FOR EDUCATION IN DELHI TERRITORY IN THE THIRD PLAN

		Adminis- tration	N.D.M.C.	D.M.C.	Total
		(Rupees in crores)			
Elementary education	..	1.60	0.51	5.49	7.60
Secondary education	..	4.79	..	0.02	4.80
University education	..	..	..	..	..
Other education schemes	..	0.42	..	..	0.42
TOTAL	..	6.81	0.51	5.51	12.82

The Third Plan differs from the first two Plans inasmuch as it lays more emphasis on the training and welfare of teachers and on improving the standard of instruction in schools. Lately, Parliament has enacted a law to provide free and compulsory education up to the primary stage in Delhi ; its enforcement will be one of the major objectives of the Third Plan.

II. HIMACHAL PRADESH

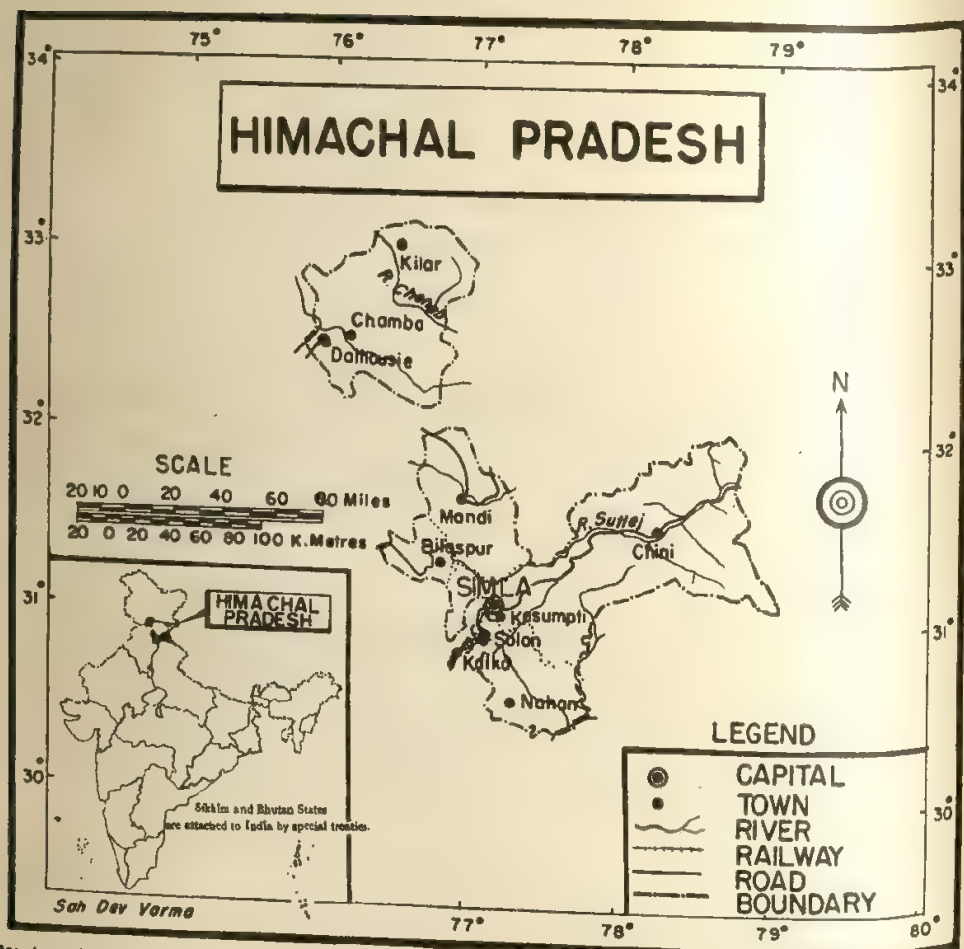
General

Himachal Pradesh was formed by the merging of 31 Simla Hill States in April 1948. Bilaspur was integrated in 1954. From April 1948 to November 1956, Himachal Pradesh was a Part C State under a Chief Commissioner ; it became a Union Territory on November 1, 1956.

Himachal Pradesh has an area of 10,879 sq. miles and is divided into six districts. It lies in terrain the height of which ranges from 1,200 feet to 22,000 feet above sea level. The average annual rainfall is 55 inches. The areas of Kinnaur in Mahasu district and of Pangi in Chamba district are dry zones, with negligible rainfall but heavy snowfall. During the winter months, considerable portions of the Territory remain snow-bound.

The population of 13.49 lakhs (1961 census) resides in some 8,384 villages and 11 towns and is mainly rural. The average density of population per square mile is 124. Hinduism is the main religion. According to the 1951 census the Hindus numbered 10.89 lakhs (98.15 per cent) as against 15,253 Muslims (1.37 per cent) 5,019 Sikhs (0.45 per cent) and 217 Christians (0.03 per cent). The number of people belonging to scheduled castes, scheduled tribes and Vimochit Jaties was 2,51,745 (22.7 per cent of the total population).

Economically, Himachal Pradesh is a backward region. The standard of living is low and life in the interior, primitive. Agriculture is the main occupation followed by some 93 per cent of the people. There are only a few big and relatively well-established industrial concerns like Nahan Foundry, Nahan ; Resin and Turpentine Factory, Nahan ; and Dyer Meakin Breweries at Solan. Among other registered industrial production units are the Sugar Factory at Paonta, Gun Factory at Mandi and Tea Estate at Chauntra. There



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are two salt mines, one located at Drang and the other at Gumma, both in the Mandi district. Development of village, small-scale and indigenous industries has registered marked progress during the last ten years. Production-cum-training centres for textiles, woodwork, sports goods, pottery, leather goods, etc., were established in the First Plan. An industrial estate is being established at Solan.

Himachal Pradesh is predominantly a Hindi-speaking area. According to the 1951 census, 11,08,283 people (or 99.9 per cent) spoke Hindi. A very small number of people spoke other languages: Pashto (502), Kashmiri (340), Tibetan (116), others (71).

Review of Educational Development Prior to 1948

Of the traditional educational institutions that existed in 1947, four may be mentioned: Phagu Gurukula residential institutions in Sirmur district, Sanskrit Vidyalaya at Sundernagar, Sanatan Dharm Pathashala at Chamba, and Tarni Sanskrit Pathshala at Solan. These institutions catered for a very small number of students and provided facilities—not always adequate—for higher studies in Hindi and Sanskrit. Out of these four, the two institutions at Solan and Sundernagar have been taken over by the Education Department. During 1960-61, the enrolment in these two institutions was 78 (65 boys and 13 girls).

The credit for doing pioneering educational work in the erstwhile states of the Pradesh goes to certain progressive institutions and imaginative individuals. Among institutions, the names of the Arya Samaj, Chamba, the Sanatan Dharm Sabha, Chamba, the Dayanand Vidya Pracharani Sabha and Kalisthan Mandir Trust deserve mention. Amongst notable persons who have contributed to the cause of education in the Pradesh are Pandit Ram Saran who opened a girls' school in Chamba; Shri Satya Nand Stoke, an American missionary, who embraced Hinduism and gave a fillip to educational work in Mahasu district; Shri Ram Dayal, a landlord of Kotgarh, who became the first headmaster of Kotgarh School; and Shri Pratap Singh Negi who established a high school and a number of middle schools in Sirmur district. Not a little of the progress of education in the present century is due to the early efforts of these pioneers.

Himachal Pradesh was faced with many educational problems

on the eve of independence. The development of education in the different constituent units (erstwhile states of the Pradesh) had been far from uniform. The disparity between the urban and rural areas in education was startling. Facilities for the education of women were almost non-existent. The teachers were few and mostly untrained with meagre scales of pay. Schools were housed in unsatisfactory structures and were poorly equipped. There was no college in any of the integrated units, and only eight of them could boast of a high school each. Facilities for technical and professional education were non-existent. Enrolment at all levels was extremely low and there was no organized machinery for the control and supervision of schools. Worst of all, the public at large was apathetic about education. The two major problems which the Administration faced at the dawn of independence were: (i) expansion and improvement of educational facilities in keeping with the needs of the people of Himachal Pradesh, and (ii) the development of an integrated system of education and educational administration in the entire Territory.

Primary Education

As the following statistics will show, primary education has expanded a good deal during the last twelve years:

TABLE 18: PROGRESS OF PRIMARY EDUCATION IN HIMACHAL PRADESH
(1950-51 TO 1960-61)

Item	1950-51	1960-61
Primary school/Jr. basic		
(a) For boys	377	1,121
(b) For girls	22	8
Pupils		
(a) Boys	14,912	43,402
(b) Girls	79	8,535
Teachers	611	2,307
Total expenditure	Rs. 2,85,009	33,47,363
Per capita cost	Rs. 18.2	64.5
Pupil-teacher ratio	26:1	23:1
Teacher training institutes .. .. .	..	3

With a view to improving the quality of textbooks and reducing their cost, it is proposed to nationalize textbooks at the primary stage after the textbooks now in use have run for the normal span of three years.

Midday meals were introduced in 24 selected schools on an experimental basis during 1960-61. The cost of each meal was estimated at Rs. 0.10 nP and was shared between the Administration and the parents in the ratio of 3 : 2. Resources permitting, it is proposed to extend the facility gradually to the entire Territory.

The number of women teachers has steadily increased over the last ten years, but it is still far from satisfactory. The pay scales of teachers have been improved and brought on a par with the rates of pay existing in the Punjab. Adequate compensatory allowance is given to teachers working in remote and inaccessible areas. A scheme for the introduction of group insurance of teachers is under consideration.

The programme of primary education in the Third Plan includes the additional enrolment of 40,000 children, thereby raising the enrolment of children in the age-group 6-11 to 75 per cent by 1965-66. It is proposed to open 176 new schools for the purpose and to organize special enrolment drives.

Basic Education

There are 806 junior basic schools with an enrolment of 34,105 pupils and seven senior basic schools with an enrolment of 1,537 pupils in the Territory. There is a post-graduate basic training college and three basic training schools for the training of basic teachers. One more training school is being opened shortly. The training college has an annual intake of 60 trainees and has an extension services department. It is proposed to increase the intake capacity of the college during the Third Plan.

Secondary Education

The progress of secondary education from 1950-51 onwards can be seen in Table 19.

Fourteen high schools (five for girls and nine for boys) have been converted into higher secondary multipurpose schools, one with four streams, and 13 with two streams each. It is proposed to convert

TABLE 19: PROGRESS OF SECONDARY EDUCATION IN HIMACHAL PRADESH (1950-51 TO 1960-61)

	Middle schools/Sr. basic				High/Hr. secondary schools			
	1950-51		1960-61		1950-51		1960-61	
	Men	Women	Men	Women	Men	Women	Men	Women
No. of institutions ..	80	8	172	11	20	4	76	7
Pupils ..	8,244	943	17,769	4,333	7,312	1,502	27,200	7,923
Teachers ..	1,359	33	1,295	179	310	73	1,207	292
Total expenditure	Rs. 6,66,162		Rs. 14,94,400		Rs. 5,55,029		Rs. 29,49,512	
Per capita	Rs. 65.4		Rs. 67.6		Rs. 62.7		Rs. 83.8	

15 more high schools into higher secondary multipurpose schools during the Third Plan. The Punjab University, to which the high/higher secondary schools are affiliated, has decided to abolish the Matriculation Examination from 1965. If the university adheres to this deadline, all the higher schools will have to be converted to the higher secondary pattern by the end of 1964.

The position in regard to the supply and recruitment of teachers has steadily improved, although there is an acute shortage of trained graduate teachers in science, arts and crafts, technical subjects, physical education, domestic science and music. Salary scales of secondary teachers have been improved and brought on a par with those prevalent in the Punjab.

University Education

In 1948, there was no institution of higher learning in Himachal Pradesh. At present there are six degree colleges,¹ one government college each at Mandi, Bilaspur, Chamba, Solan and Rampur and one aided college at Nahan. The S.D.B. College, Simla, is also on the grant-in-aid list as it caters to the needs of the students of this Territory.

Enrolment in five government colleges was 771 in 1960-61 (which includes 181 women). The teaching staff numbered 92. The three-year degree course has come into force from 1961.

¹ All the six colleges in Himachal Pradesh are co-educational.

In the Third Plan, provision has been made for expanding the existing colleges, awarding scholarships (including eight for girls) for different stages of university education, and for constructing a college building at Chamba. The construction for the college and hostel building in the Bilaspur New Township will also be completed during the Third Plan.

Technical and Professional Education

There are two industrial training institutes, one at Mandi and the other at Solan. A polytechnic institute at Sundernagar was started in 1959-60 to provide education in civil, electrical and mechanical engineering up to the diploma level. It is proposed to increase its intake to 120 in the Third Plan. Besides, five scholarships in engineering will be given to students studying for degree courses outside the Territory.

The existing facilities for technical education in the Territory are very inadequate. In many of the technical and vocational branches, students have to seek admission to institutions in other states. Government awards scholarships to bright and deserving students.

Social Education

In 1960-61, there were 253 Literacy Centres functioning in the Territory and 1956 men and 938 women adults were made literate.

Girls' Education

Some idea of the expansion of girls' education can be had from the statistics given in Table 20.

The number of women teachers is very inadequate. With a view to increasing the supply of women teachers, all available matriculate girls are offered employment and after a year or so, sent for training. It is also proposed to train women teachers outside Himachal Pradesh in drawing, physical education, domestic science and fine arts as no facilities for training in these subjects are available in the Territory itself.

Teaching of Science

General Science has been included as a compulsory subject in the curriculum for primary and middle classes. It is both a core

and an elective subject in the higher secondary classes. Facilities for teaching physics, chemistry and biology are adequate at the pre-university and degree levels. A science consultant has recently been appointed and is at present working on a pilot project for teaching science in about 100 schools in Chamba district. The main difficulty in the programme is the acute shortage of trained science teachers, particularly women teachers.

TABLE 20: PROGRESS OF GIRLS' EDUCATION IN HIMACHAL PRADESH (1950-51 TO 1960-61)

Item	1950-51	1960-61
I. Number of institutions		
(i) Primary/Jr. basic	22	8
(ii) Middle/Sr. basic	8	11
(iii) High/Hr. secondary	4	7
II. Number of pupils		
(i) Primary/Jr. basic	792	8,535
(ii) Middle/Sr. basic	943	4,333
(iii) High/Hr. secondary	1,502	7,923
III. Number of teachers (women)		
(i) Primary/Jr. basic	67	247
(ii) Middle/Sr. basic	33	179
(iii) High/Hr. secondary	73	292

Scholarships

An attempt is being made to equalize educational opportunities by removing and lowering financial barriers. Up to middle standard, education is free for all. After that, liberal freeships, half freeships, stipends, merit scholarships and Government of India backward classes scholarships are given to ensure that poverty is no barrier to education. A provision of Rs. 0.68 lakhs at the university stage and Rs. 1.50 lakhs at the secondary stage for award of merit scholarships has been recommended for the Third Plan. In view of the economic

backwardness of the majority of people in the Territory, the policy of awarding scholarships at present needs to be liberalized further.

Physical Education

The Himachal Sports Council was formed in 1959 to advise the Administration on matters relating to sports and physical education. Physical education is a compulsory non-examination subject in schools. All colleges have qualified directors of physical education. There is, however, a great shortage of trained physical instructors in schools. Playground facilities are also lacking in many schools. It is proposed to remove these deficiencies to some extent in the Third Plan.

N.C.C. and A.C.C.

There are at present three senior division troops with 150 boys, and 40 junior division troops with a membership of about 1,500, and 41 units of A.C.C. with a total membership of 2,800 in the Territory. N.C.C. Rifles have also been recently started in the Government College, Solan, and Guru Ram Rai College, Nahan. The N.C.C. and A.C.C. have adversely affected the progress of the scouting movement of the Territory. Its popularity seems to be declining.

Games and Sports

Besides the Himachal Sports Council, there is also the Himachal School Sports Association formed in 1958, working in the Territory. Besides being an advisory body on matters relating to games and sports, the Association is responsible for the conduct of athletic and sports meets at regional, district and state levels every year for both boys and girls. Provision for organizing coaching camps, giving grant-in-aid to sports associations, organizing student tours and constructing youth hostels has been made in the Third Plan.

Education of the Backward Classes

A Harijan Welfare Advisory Board and a Tribal Advisory Committee have been constituted at the state level for the welfare of these classes. The enrolment of pupils of backward classes during 1960-61 is shown in Table 21.

TABLE 21: ENROLMENT OF BACKWARD CLASSES IN HIMACHAL PRADESH (1960-61)

Institutions	Scheduled castes		Scheduled tribes	
	Men	Women	Men	Women
Primary/Jr. basic	3,259	859	2,960	480
Middle/Sr. basic	1,767	245	484	105
High/Hr. secondary	3,853	344	812	78
Arts & science colleges ..	25	1	12	..

Pre-primary Education

There were no facilities for pre-primary education in Himachal Pradesh in 1948-49. During 1960-61, there were two pre-primary institutions, both maintained by the Territorial Council, one at Bilaspur and the other at Mandi, with a total enrolment of 75 (40 boys: 35 girls).

Development of Hindi

Hindi is the language of administration and courts up to the district level. It is also the medium of instruction in schools and colleges.

Audio-visual Education

The Audio-visual Education Section was started in July 1956 under the supervision and control of an Audio-visual Education Officer. An Audio-visual Board was established in 1957. A library of audio-visual aids has also been established. Besides, there is a fully equipped mobile cinema van and a jeep fitted with a trailer for the organization of audio-visual programmes at different places.

Administration

The education development of the Administration is under the control of the Director of Education who is also the *ex-officio* secretary to the Himachal Pradesh Administration of Education. It is directly concerned with education at the university level, grant of recognition and aid to private schools, training of teachers, scholarships, planning and development, and certain special schemes such as audio-visual education, seminars for teachers, etc.

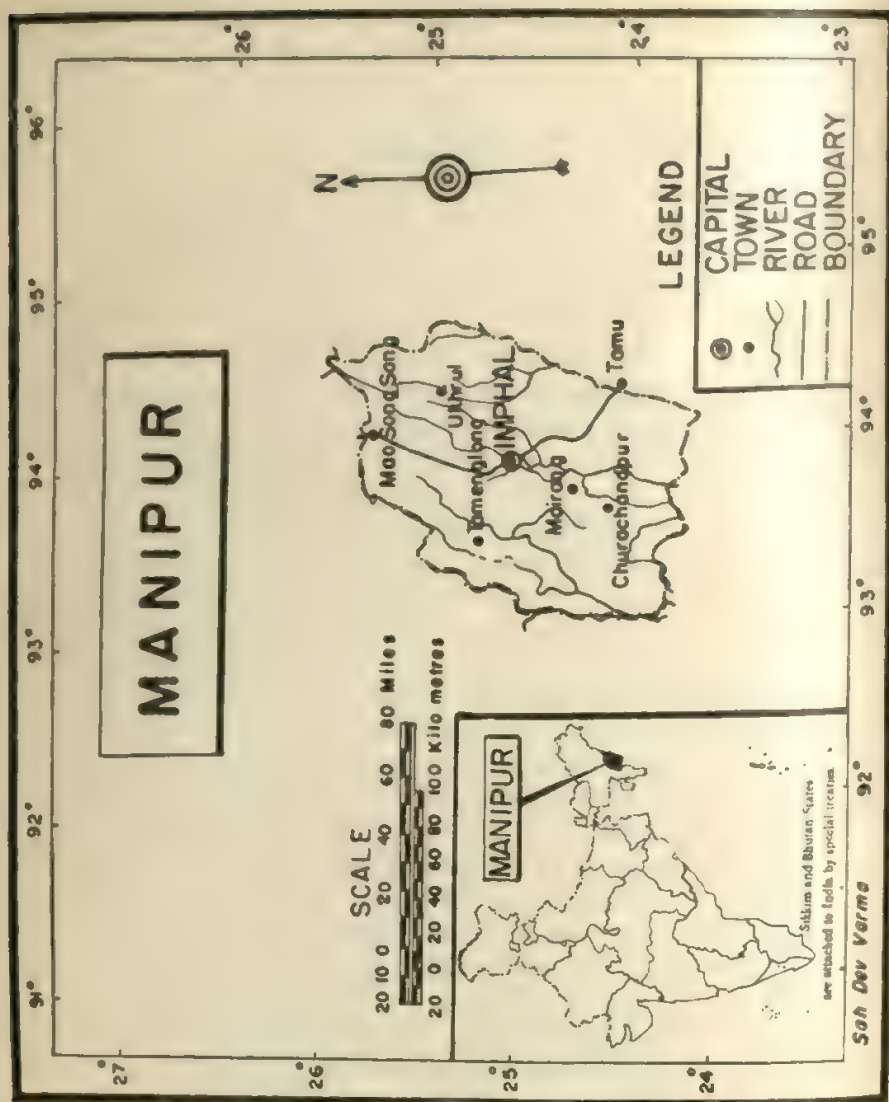
The Himachal Pradesh Territorial Council which came into being on August 15, 1957, has been entrusted with the management of education up to the higher secondary stage. It has a Principal Education Officer who is assisted by four education officers and a Registrar of Departmental Examinations at the headquarters. Two inspectors of schools, and six district inspectors of schools assist him in the field.

Total expenditure on education in 1960-61 amounted to Rs. 96,32,973. The amount spent on direction and inspection during the same year and included in the amount given above was Rs. 11,34,329.

Conclusion

The progress of education in Himachal Pradesh during the last 14 years has been phenomenal. In 1948, there were only 12 government high schools, two government and one private middle school, three lower middle schools and only nine primary schools. There were no colleges, training institutes, technical schools, industrial training schools or polytechnics. As against this, at the end of the Second Five-Year Plan, there were 1,520 elementary schools (including 75 non-government institutions) of which about 700 were junior basic schools. Besides, there were 149 middle schools (including seven senior basic schools and 30 non-government institutions). At the secondary stage, the number of high and higher secondary schools was 62 and 24 respectively, including three private institutions. At the university stage, there were six degree colleges (including one non-government college), one polytechnic, and one post-graduate basic training college. There were three teacher training schools and one central state library with five district libraries.

The schemes included in the Third Plan will take the Territory one step further on the road to educational prosperity. Some of the salient schemes of the Third Plan are the opening of 500 primary schools ; recruitment of 1,200 primary teachers ; construction of 600 primary school buildings ; upgrading of 85 primary schools to middle standard and of 18 middle and 15 high schools to higher secondary standard ; improvement of science teaching at the secondary stage ; and introduction of the three-year degree course in five colleges. In addition, it is proposed to construct several hostels and staff quarters



and to award scholarships to poor but deserving students. The total outlay for education in the Third Plan is Rs. 223.00 lakhs.

III. MANIPUR

General

From time immemorial, Manipur had existed as an independent kingdom till 1891 when it became an Indian State under the British Government. After independence, the first general election was held in 1948 and a popular government was set up in that year. The Legislative Assembly and the Government were, however, dissolved on the integration of the State with the Indian Union on October 15, 1950. It then became a Part C State and in 1956 was converted into a Union Territory.

Manipur has an area of 8,628 sq. miles divided into ten subdivisions. Nearly nine-tenths of the State consists of hills which rise up to 10,000 feet above sea level and are covered with ever-green forests. The valley which is drained by Imphal, the most important river, is 2,600 ft. above sea level. There are many lakes, the largest being the Loktak which measures about 40 sq. miles. The alluvium in the valley forms one of the deepest and richest soils in the world and the average rainfall of Imphal is about 178 cm.

According to the census of 1951 the total population of the Territory was 5,77,635 of which 99.5 per cent lived in rural areas. The number of villages at that time was 1,601. The density of population was 67 per sq. mile and the religious distribution of the population was 3,47,325 Hindus (60.13 per cent), 37,197 Muslims (6.44 per cent), 68,394 Christians (11.84 per cent), 150 Jains, 50 Sikhs, 33 Buddhists and 1,24,486 people (21.55 per cent) of other religions (tribal). The institution of caste exists but the system is not rigid. There is no 'purdah' system and women in Manipur enjoy greater freedom than in many other parts of India. Child marriages are almost non-existent and the prejudice against girls' education is quickly dying out. The number of scheduled caste people in the Territory was only 28,647 in 1951 and there is no serious problem of untouchability in the Territory.

The occupational distribution of the population according to the 1951 census was: 83.4 per cent in agriculture; 7.0 per cent in

production other than cultivation; 4.2 per cent in commerce; 0.5 per cent in transport; and 4.9 per cent in other services.

There are two local bodies: the Manipur Territorial Council and the Imphal Municipal Board. The former is a body of 30 elected members and two nominated members and is in charge of education up to the secondary stage. The Administration gives quarterly lump-sum grants to the Council. The Imphal Municipal Board consists of 12 elected members and its expenditure is met from municipal taxes and government subsidies.

Manipuri is the most important language of this Territory and is spoken by 3,77,191 persons or 65.3 per cent of the population. It is also the medium of inter-communication between different sections of people. There are at present about 64 minor dialects spoken in the Hills, the chief among them being Tangkhul (34,534), Kabui (18,386), Mao (14,495), Thadou (8,281) and Hmar (9,793).

Historical Development Prior to 1959

Ancient and medieval Manipur was a land of chivalry and constant warfare. In spite of their constant occupation with military activities, the Manipur kings were patrons of learning as is evidenced by the ancient literature (in archaic Manipuri language and script) in subjects like history, astronomy, medicine, moral instruction, etc.

Modern education in Manipur began with the opening of a middle English school in 1877-78 by the then Political Agent, Sir James Johnstone. The school building was constructed by the then Maharaja, Sir Chandrakiriti Singh. Further progress was slow; in 1900, there were only one middle English school and 17 primary schools with an enrolment of 1,000. The Education Department was opened in 1910 with a deputy inspector of schools and two inspecting *Pandits*.

Table 22 shows the progress of education in the first half of the present century.

The total enrolment in 1947-48 was 60 in colleges, 3,705 in high schools, 1,560 in middle schools and 25,400 in primary schools. The educational expenditure rose from Rs. 16,377 in 1901-02 to Rs. 3.61 lakhs in 1947-48.

During the Second World War, the people of Manipur came in contact with people from the different allied nations and became

keenly aware of their educational backwardness. There was a great awakening in the minds of the people and it manifested itself in a growing demand for more and more schools from every nook and corner of the Territory. Some of the important problems the government had to face at the time of the integration related to the provision of schools, reconstruction of school buildings that had been destroyed during the war, provision of more buildings, furniture and equipment, and supply of teachers.

TABLE 22: PROGRESS OF EDUCATION IN MANIPUR (1901-02 TO 1947-48)

Year	Colleges		High schools	Middle schools	Primary schools	Special schools
1901-02	1	17	..
1921-22	1	3	97	..
1936-37	5	6	215	..
1947-48	..	1	6	13	278	13

Keenly conscious of their backwardness in education, the people of Manipur began to start schools at different places soon after the termination of the Second World War. The government took over or gave grants-in-aid to deserving private schools.

Primary Education

The progress of primary education since integration with the Indian Union has been phenomenal.

The comparative statistics given in Table 23 speak for themselves.

TABLE 23: PROGRESS OF PRIMARY EDUCATION IN MANIPUR (1947-48 TO 1960-61)

Year	No. of primary schools	Enrolment in primary schools	Teachers	Actual expenditure Rs.	Per capita cost Rs.	Pupil-teacher ratio	No. of training institutions	No. of teachers under training
1947-48	278	25,400	507	1,84,457	7.22	50:1	..	..
1949-50	374	26,900	881	2,75,794	10.22	31:1	..	..
1958-59	1,227	90,180	2,996	15,72,819	17.43	30:1	1	80
1960-61	1,660	1,06,322	4,305	36,63,198	34.45	22:1	4	320

Schools in Manipur follow the same curriculum as in Assam. The construction of government school buildings is undertaken by the P.W.D. while in the case of the aided and private schools, the managements make their own arrangements. In some cases, the government gives building grants in kind also. Midday meals were introduced in 1959-60 on a 50 per cent basis and about 8,000 children have benefited under the scheme so far. Reorientation of elementary schools towards the basic pattern has been carried out in more than 500 schools. Revised scales of pay have been introduced for teachers and their children are given free studentships. During the First Plan, 60 primary school teachers received *Guru* training and 50 teachers were trained in basic education. During the first four years of the Second Plan, 400 teachers were trained in basic education and the number of training institutions had increased to four by 1960-61. All women teachers (except a few who are unwilling) have been trained. At present 320 primary school teachers receive training in basic education every year and nearly half of the present teachers will have received training by the end of the Third Plan.

A scheme for the production of literature for children has been introduced recently. Book competitions are held every year in which writers of books of special interest to teachers and children are given merit awards.

Basic Education

The following comparative statement will show the progress of basic education in this Territory.

TABLE 24: PROGRESS OF BASIC EDUCATION IN MANIPUR
(1947-48 TO 1960-61)

Year	No. of junior basic schools	Enrolment	Number of teachers	Expenditure Rs.
1947-48
1953-54	..	1	40	5
1958-59	..	100	8,783	305
1960-61	..	161	12,981	544
				3,630
				1,12,680
				5,75,710

In spite of the expansion indicated above, the atmosphere and attitudes appropriate to the 'basic' idea have yet to be developed in schools and teachers. The Education Department is taking measures to improve the situation by training teachers, by supplying adequate craft equipment and other materials to schools, by holding reorientation seminars and so on. Planting of green hedge round the compound, growing of fruit plants and food crops, vegetable gardening, etc., have been introduced in many schools.

Secondary Education

The following table shows the progress of secondary education in the Territory.

TABLE 25: PROGRESS OF SECONDARY EDUCATION IN MANIPUR
(1947-48 TO 1960-61)

Year			No. of schools	Enrolment	Teachers	Expendi- ture (Rs.)
(a) Middle schools						
1947-48	..	..	13	1,360	76	45,162
1949-50	..	..	65	6,381	259	2,16,153
1958-59	..	..	186	18,022	816	5,95,561
1960-61	..	..	313	25,605	1,287	14,37,298
(b) High schools						
1947-48	..	..	6	3,705	111	1,25,622
1949-50	..	..	8	5,059	145	1,92,422
1958-59	..	..	53	16,646	650	8,08,866
1960-61	..	..	57	22,527	806	13,24,215

Until 1951-52, there was no training institute for secondary teachers. In 1952-53, one normal training institute was opened and 60 under-graduate/matriculate teachers were given training. The institute was closed at the end of 1955-56 and graduate teachers were deputed for B.T./B.Ed./B.Ed. (Basic) training outside Manipur. In 1959-60, B.T. and C.T. (Certificate in Teaching) classes were opened in the Government D. M. College and 30 graduate and 30 under-graduate teachers were given training. The pay scales of

government teachers were revised and extended to teachers of aided schools.

Attempts made in the Second Plan for the conversion of high schools into higher secondary and multipurpose schools did not succeed on account of the shortage of qualified teachers and certain other obstacles.

There are two public examinations in secondary schools, one at the end of the middle school stage and the other at the end of the high school stage. The former is conducted by a Board under the Territorial Council and the latter by the Gauhati University.

University Education

Table 26 shows the progress of higher education in this Territory.

TABLE 26: PROGRESS OF UNIVERSITY EDUCATION IN MANIPUR
(1947-48 TO 1960-61)

Year	No. of colleges	Enrolment	Teachers	Expenditure
				Rs.
1947-48	1	60	7	6,000
1958-59	2	1,824	50	1,81,466
1960-61	3	2,014	71	4,36,797

Except for girls and scheduled caste and scheduled tribe students who are given preference, admission in the Government College is given only on the basis of performance in an admission test.

It has not been possible to introduce the three-year degree course so far. Tutorials and group discussions are a regular feature of the work in colleges. The pay scales for lecturers in Assam have been adopted in the Territory. No case of indiscipline has been reported so far.

Technical Education

There are at present two technical schools, the Adimjati Technical Institute (established in 1956-57) and the Industrial Training Institute (established in 1959-60). The former provides two courses, each of three years' duration in (i) weaving and (ii) civil engineering.

It was originally meant for tribal students only, but now a few non-tribal students are also admitted. The Industrial Training Institute has introduced the following six trade courses, each of three years' duration: (i) draftsman, (ii) surveyor, (iii) electrician, (iv) carpenter, (v) blacksmith, and (vi) fitter.

The students of Adimjati Technical Institute are given free board and lodging as well as textbooks. All the tribal students of the Industrial Training Institute are given stipends at the rate of Rs. 25 p.m. A few merit scholarships at the rate of Rs. 30 p.m. are also awarded.

There is also an arts and crafts training-cum-production centre at Thoubal with an annual intake of 50 students. Its students are given stipends at the rate of Rs. 30 p.m. Steps have been taken for opening more training-cum-production centres in different parts of the Territory.

Social Education

The Social Education Unit was first set up in the Thoubal Community Development Block in 1953-54. In 1954-55 another unit in the Education Department was started under an officer known as the Director of Youth Welfare and Social Education Officer. The following data will give some idea of the progress made in social education.

TABLE 27: PROGRESS OF SOCIAL EDUCATION IN MANIPUR
(1953-54 TO 1960-61)

Year	No. of literacy centres	No. of adults made literate	Mahila mandals	Youth clubs
1953-54	160	3,106	..	61
1958-59	141	2,349	138	89
1960-61	150	2,500	150	100

There are 52 community centres and 100 village libraries in the Union Territory. So far, 34 books for neo-literates have been produced. Social education campaigns organized by the high school and college students in block and non-block areas have been very

successful and the Administration proposes to organize them regularly.

Girls' Education

Table 28 shows the progress of girls' education.

TABLE 28: PROGRESS OF GIRLS' EDUCATION IN MANIPUR
(1947-48 TO 1960-61)

Year	Primary				Secondary			
	No. of schools	Scholars	Women teachers	Scholarships	No. of schools	Scholars	Women teachers	Scholarships
1947-48	24	2,500	28	..	4	1,300	20	28
1958-59	77	32,974	114	100	18	7,322	77	326
1960-61	167	37,253	195	100	25	11,032	112	350

In order to increase the enrolment of girls at secondary and university stages, the number of scholarships (merit and attendance) for girls has been increased. Scales of tuition fee for girls in classes IX and X have been reduced. Preference is given to girls for admission to colleges. Transport facilities for college girls have also been provided.

One deputy inspectress of schools and two assistant inspectresses of schools have been appointed on the inspecting staff of the Territorial Council to look after the education of girls.

Teaching of Science

General science has been made compulsory up to class VIII. It is optional in classes IX and X. For the purchase of scientific equipment and materials, grants-in-aid are given to high schools. In the Government D. M. College, provision has been made to teach almost all science subjects up to the degree classes. The number of students taking up science has increased to about 400 in 1960-61. Dearth of qualified teachers is the main hurdle in the expansion of facilities for the teaching of science.

Scholarships

Education has been made free up to class VIII for all. Special scholarships and stipends are given to scheduled caste and scheduled

tribe students and education at all stages has been made free for them. Table 29 gives details of scholarships during the last ten years.

TABLE 29: SCHOLARSHIPS AWARDED IN MANIPUR (1949-50 TO 1960-61)

Year	Primary @ Rs. 0.50	Middle @ Rs. 5.00 and @ Rs. 1.00	Secondary @ Rs. 7.00 and @ Rs. 2.00	College @ Rs. 20.00 and @ Rs. 25.00	Post- graduate @ Rs. 75.00	Others: varying from Rs. 3 to Rs. 75
1949-50	..	47	63	11	N.A.	N.A.
1958-59	100	329	398	293	16	171
1960-61	100	350	400	300	24	200

Physical Education

The Director of Youth Welfare is in charge of physical education which is compulsory in all the schools but is not an examination subject. It is also compulsory in the first year class of the Government D. M. College. There is no facility for training instructors in physical education in this Territory. The provision of playground facilities leaves much to be desired. The Administration has given grants to 39 schools for the purchase and development of playgrounds.

N.C.C. and A.C.C.

The National Cadet Corps was started in 1954-55. In 1956-57 was started the Auxiliary Cadet Corps and in 1959-60 the N.C.C. Rifles. Nearly one-twelfth of the secondary school students and one-twentieth of the students at the university stage are covered under these schemes. Schemes for raising the N.C.C. unit to a three-company battalion and for raising more troops in the junior N.C.C. division and in A.C.C. have been included in the Third Plan.

Games and Sports

Up to 1954 athletic meets were organized by voluntary agencies. In 1955-56, the Education Department started organizing sports meets for school students at nine different centres. These meets are now an annual feature. In 1958-59, students from Manipur participated for the first time in the Fourth National School Games held

in Delhi and won three Gold Medals. The Territory secured the third position in the country. In 1959-60, the Manipur contingent won one Gold Medal and the national championship in football.

Steps have also been taken recently for the constitution of a Sports Council.

Education of the Backward Classes

A statement of schools, enrolment, scholarships and hostels for the scheduled tribes over the last years is given below.

TABLE 30: PROGRESS OF EDUCATION OF THE BACKWARD CLASSES IN MANIPUR (1947-48 TO 1960-61)

Year			No. of schools	Enrolment	Scholarships	Hostels
1947-48	..	..	125	7,064	..	..
1958-59	..	..	784	39,072	316	61
1960-61	..	..	1,154	48,239	440	70

During the Second Plan, 72 tribal writers were given subsidies for the production of literature in tribal dialects.

The Administration does not feel the necessity of having separate schools and hostels for children of scheduled castes in the non-scheduled areas. This policy has resulted in a large number of scheduled caste students freely mixing with students of other communities, thus helping in the removal of untouchability.

Pre-primary Education

The administration opened one Montessori school in 1957-58 as an experiment, with two trained teachers. The experiment was found to be expensive and as such no further scheme for the opening of any more such schools has been proposed in the Third Plan.

Development of Hindi

Hindi has been introduced in some newly opened primary schools in the tribal areas, but no public examination is held at this stage. Hindi is a compulsory subject in all the middle and high

schools from class III to class VIII. It is optional in the matriculation classes. There is one Hindi Training Institute for the training of Hindi teachers. Three voluntary Hindi organizations are given grants-in-aid for the propagation of the language. Books in Hindi are distributed free of charge to school libraries and three centres have been opened to train non-Hindi-knowing government employees.

Propagation of Sanskrit

Scholarships are provided for the study of Sanskrit in the existing Sanskrit *toles*.

Audio-visual Education

There is an Education Officer in charge of audio-visual education. Educational charts, maps, radio sets with loud speakers and gramophones have been distributed to a number of schools and tribal hostels.

Administration

The Director of Education is the head of the Department. He is assisted by one Deputy Director of Education, a Special Officer for Planning and Statistics, one inspector of schools, one Director of Youth Welfare, and one Audio-visual Education Officer. The Territorial Council has an Education Department under a Principal Officer (Education) who is assisted by two inspectors of schools, six deputy inspectors of schools and 31 assistant inspectors of schools. The expenditure on administration and direction in 1958-59 was Rs. 2.69 lakhs or 5.7 per cent of the total expenditure (Rs. 46.84 lakhs) on education. The distribution of the inspecting staff between the Territorial Council and the Administration is uneven and needs revision.

Finance

A source-wise distribution of expenditure on education for the years 1949-50 and 1960-61 is given in Table 31.

TABLE 31: EXPENDITURE ON EDUCATION IN MANIPUR
(1949-50 TO 1960-61)

Source			1949-50	1960-61
			Rs.	Rs.
Central government	..	..	..	3,34,024
State government	..	..	6,78,784	26,53,884
Local board	..	..	..	68,27,344
Fees	..	..	2,56,463	5,29,790
Endowment	..	..	2,06,615	4,75,090
Other sources	..	..	1,00,442	1,62,284
TOTAL			12,42,304	1,09,82,416

Summing-up and Outlook in the Third Plan

Some of the major schemes to be taken up during the Third Plan period are indicated below.

- (a) *Primary Education*: In order to extend educational facilities to 30,000 additional children in primary schools, 1,000 additional teachers are to be appointed; Rs. 40 lakhs have been allotted for this purpose. An additional allotment of Rs. 71,000 has been proposed for special programmes for girls' education at the primary stage. For opening middle/senior/basic schools, a sum of Rs. 9.31 lakhs have been allotted and another sum of Rs. 1 lakh has been earmarked for special educational programmes for girls at this stage. Other provisions include Rs. 1 lakh for orientation of elementary schools towards the basic pattern; Rs. 2.50 lakhs for training of senior basic school teachers; and Rs. 5 lakhs for the expansion of the existing training institutions.
- (b) *Secondary Education*: Fifteen (nine Government and six aided) high schools will be converted into higher secondary schools, and one high school will be converted into a multipurpose school at a cost of Rs. 19.30 lakhs. Other provisions include Rs. 11.70 lakhs for the

introduction of elective science in secondary schools ; Rs. 5.50 lakhs for purchase of library books ; Rs. 50,000 for playground ; and Rs. 1.62 lakhs for scholarships and stipends to graduate teachers for post-graduate studies.

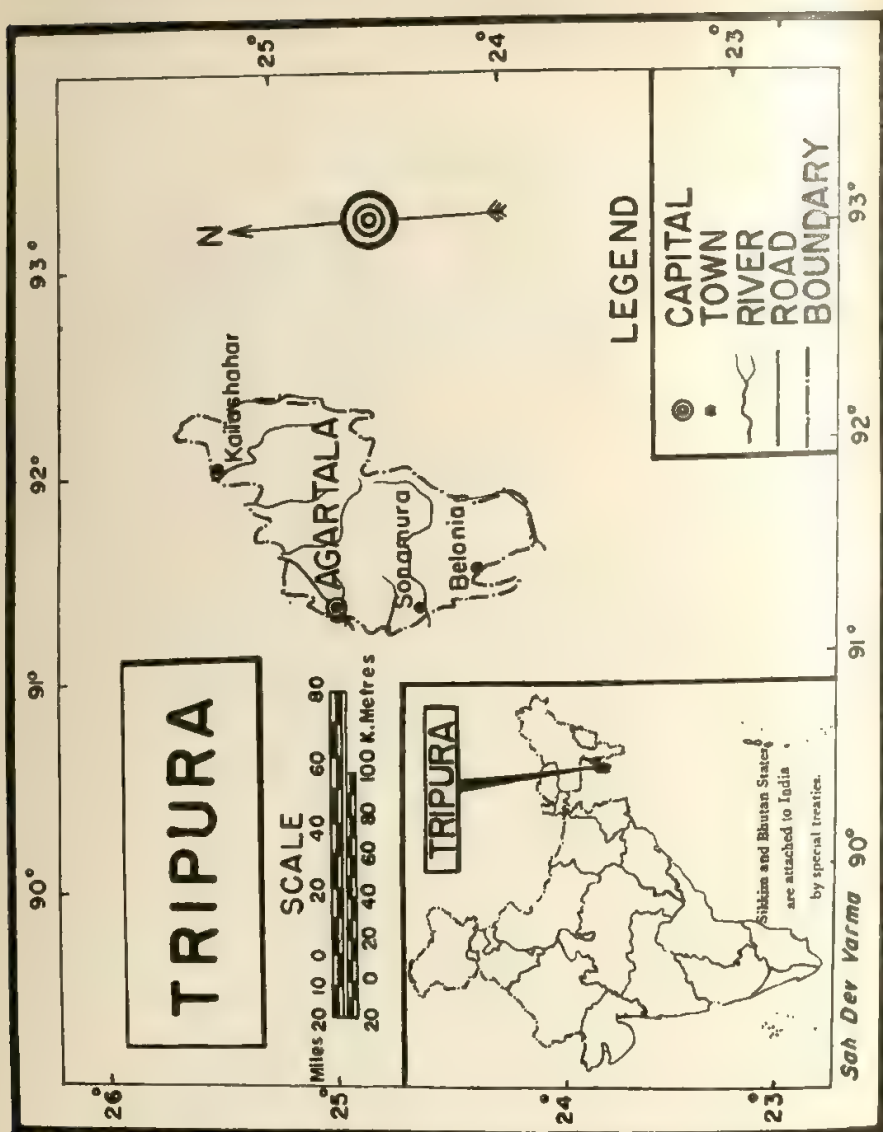
- (c) *University Education* : The Government D. M. College will be improved at an estimated cost of Rs. 3.25 lakhs. A provision of Rs. 1 lakh has been suggested for the expansion of girls' education at this stage.
- (d) *Other Schemes* : Provision has been made for the improvement of the District Library and the Children's Library-cum-Museum (Rs. 0.50 lakhs), for N.C.C., A.C.C., etc., (Rs. 2 lakhs), for grants-in-aid to Hindi schools and Sanskrit *Pathashalas* (Rs. 2.5 lakhs) and for strengthening administration (Rs. 1 lakh).

IV. TRIPURA

General

Tripura, the easternmost unit of the Indian Union, has an area of 4,036 sq. miles, divided into ten administrative sub-divisions and forty-five revenue tehsils. The territory is in the main hilly, more than half the surface being covered by hills and hillocks. There is a heavy summer rainfall of over eighty inches a year which makes the summer hot and moist ; the winter is cool and comparatively dry. Inadequacy of communication is a major problem. During the last ten years about 500 miles of motorable roads have been constructed and in many places, telegraph and telephone lines have been laid. This has helped to ease the situation somewhat.

The population of the Territory, according to the census of 1951, was 6,39,029 and that of Agartala, the capital and the only urban area, 42,595. The population has considerably increased since, due mainly to the immigration of refugees from Pakistan. The present population is 11,42,005 according to the census of 1961. As a result, the composition of the population (which was almost wholly tribal till the last quarter of the 19th century) has greatly changed. The distribution of population according to 1951 census was scheduled tribes 1,92,293 (30.1 per cent) ; scheduled castes 46,371



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(7.3 per cent); backward communities 30,439 (4.7 per cent); and others 3,70,016 (57.9 per cent).

According to the 1951 census there were 4,80,662 Hindus, 1,30,960 Muslims, 15,403 Buddhists, 5,262 Christians and 762 others. Most of the tribals have taken to Hinduism though tribal beliefs and customs still play a dominant role in their lives. Of the tribals, the Tripuris and their sub-groups form a large majority. They are mostly Hindus, and have taken largely to settled-cultivation. The Chakmas and the Maghs profess Buddhism, while most of the Lushais and the Kukis are Christians. The tribals speak various dialects, Tripuri being the most widely spoken. Except the Lushais who have their language written in the Roman script, other tribals have no written language. Attempts are being made to develop Tripuri into a written language. Bengali has been the official language here for a long time and the contact of local people with Bengal has been close throughout history. Bengali is widely understood and is used as the medium of instruction in all schools, excepting those situated in the Lushai-speaking areas.

Agriculture is the main occupation of the people both in the plains and in the hills. Non-agriculturists earning a living from industry, trade and commerce, transport and services formed about 25 per cent of the population in 1951. Tea is the only organized industry in Tripura with 53 small gardens covering an area of about 35,000 acres under crop and a labour force of about 10,000.

Though the State acceded to India on the eve of independence in August 1947, the old administrative set-up was allowed to continue till its merger in the Indian Union in October 1949. It was first constituted into a Part C State with a Chief Commissioner at the head and then made into a Union Territory in 1956. With a view to associating the people with the administration the Tripura Territorial Council consisting of 30 elected and two nominated members was created in 1957. Supervision and control of almost all schools up to the secondary stage is now in the hands of the Territorial Council.

Modern education began in Tripura during the reign of Maharaja Bir Chandra Manikya (1877-1896) who initiated many progressive reforms on the pattern of the British administration. This enlightened ruler who patronized learning and art was one of the

first to discern and acclaim the genius of Rabindranath Tagore when the latter was more or less unknown. He was followed by Maharaja Radhakishore Manikya (1897-1909) who continued the progressive policies of his predecessor. It was during his regime that a number of schools, including a high school, came to be established at different places. The reign of Maharaja Bir Bikram Kishore Manikya saw further extension of the educational facilities. He passed a compulsory education law for the State in 1932 and introduced compulsion in the Agartala municipal area. During his rule an ambitious scheme known as the Vidyapattan was outlined with the object of starting colleges for arts, science, medicine, agriculture and technology; but it could not be completed owing partly to limited resources and partly to his untimely death in 1947.

Primary Education

In 1946, Tripura had 32 lower primary schools (teaching up to class IV), 86 *Pathashalas* (teaching up to class II), and one reformatory (primary) school in the Central Jail. There were 5,641 students in these besides another 3,000 or so reading in the primary classes of 22 government middle English schools and 51 private schools. The enrolment in the age group 6-11 was about 12.2 per cent of the total population in that group. Most of the teachers were untrained and a few of them had any schooling beyond the primary stage. Their pay scales were poor and varied from Rs. 10-20 to Rs. 30-50. The classes were large. Only about 4 per cent of the State revenues was spent on education.

During the last 13 years or so the picture has changed enormously. In March 1961, the last year of the Second Plan, the position was as follows:—total enrolment in the 6-11 group 86,657 (57,114 boys and 29,543 girls); 1,074 schools including 234 Jr. Basic; 2,859 teachers including 600 trained teachers; total expenditure on primary education 53.36 lakhs (34 per cent of the expenditure on education); per capita cost of primary education Rs. 54.7 (taking direct expenditure into account only); and teacher-pupil ratio 1:28 (excluding schools in the interior). The Third Plan will thus start with an enrolment of 61 per cent at the primary stage, 76 per cent for boys and 40 per cent for girls. The target for the Third Plan is to enrol 1,500 additional boys which will raise their enrolment to

90 per cent. The number of additional schools to be opened would be well over 500 and about 4,000 additional teachers will have to be employed.

The minimum qualification for primary teachers is matriculation (the non-matriculate teachers number less than ten per cent). The scale of pay for primary teachers compares favourably with that in other states. The first basic training college in the Territory was started in 1954, with training facilities for 50 teachers. Two more training institutions have been added since, and accommodation in each is being increased to 130 so that from 1962, about 400 teachers will be trained every year. The percentage of trained teachers at the end of the Third Plan will increase to about 60. It is also proposed to increase the period of training to two years.

Mid-day meals are proposed to be introduced in primary schools on a subsidized basis, the people contributing 50 per cent of the cost and the government contributing the other half.

Basic Education

The junior basic schools form about 21 per cent of the total number of primary schools at present. However, the salient features of basic education are being introduced in as many schools as possible through the organization of a systematic orientation programme. An area of about 25 sq. miles around the Basic Training Colleges, Agartala, was developed as the intensive basic education area during the Second Plan. All the schools in this area have been converted to the basic pattern and the enrolment in the 6-11 age group has already reached 97 per cent. About 150 additional schools are proposed to be converted to the basic pattern during the Third Plan. It is hoped that by the end of the Third Plan the basic schools will constitute 50 per cent of the total number of primary schools.

In order to meet the shortage of craft teachers a training institute has been started at Agartala. Craft has also been introduced in 200 non-basic schools. Two guide books for teachers have been brought out by the Education Directorate.

Secondary Education

In 1947, Tripura had nine high schools, all managed by the government, including one high school for girls, and the total enrol-

ment was about 500, girls forming a very small portion of the total. By 1960-61, the number of schools had increased to 34, of which eight were multi-purpose higher secondary schools. Six high schools and one multi-purpose higher secondary school are meant exclusively for girls. The enrolment in high and higher secondary schools stood at 5,163 (3,921 boys and 1,242 girls) in 1960-61. The high and higher secondary schools in Tripura are affiliated to the Board of Secondary Education, West Bengal. The total expenditure on secondary education was Rs. 1.79 lakhs in 1949-50 and has since increased to Rs. 20.19 lakhs in 1960-61. By the end of the Third Plan, there will perhaps be 38 high and higher secondary schools in this Territory, two-thirds of which are proposed to be raised to the higher secondary status. A beginning with the provision of guidance facilities has been made with the appointment of the psychologist and one statistical assistant in the Department. The service is proposed to be expanded during the Third Plan.

The most acute problem in the field of secondary education is the shortage of qualified teachers in the high and the higher secondary schools. A scheme has been taken up to depute annually about 20 graduate teachers of high/higher secondary schools at government cost, for B.T./B.Ed. training outside the Territory. A number of teachers have already returned from training under the scheme. Ten post-graduate stipends per year were provided in the Second Plan. During the Third Plan, the number of such stipends is proposed to be increased to 50 per year.

University Education

There are two arts and science colleges in Tripura teaching up to the degree standard—the Maharaja Bir Bikram College, Agartala, established by the government in 1957, and the Shri Ramkrishna Mahavidyalaya, Kailasahar, established by a private organization in 1960. In both the colleges provision has been made for pre-university classes and the three-year degree course. In the Third Plan, Rs. 20.10 lakhs have been provided for the extension of facilities for science teaching and introduction of post-graduate classes in some arts subjects in the M.B.B. College and for scholarships and stipends to post-graduate students. The Ramkrishna Mahavidyalaya will also receive financial assistance in the Third Plan.

Technical Education

Prior to 1947, there was only a small training centre (Silpagram) for turning out artisans in trades like carpentry, smithy, etc. Some industrial training centres, especially for the displaced persons, were started soon after independence. In 1958 was started a polytechnic which provides three-year courses in electrical, mechanical and civil engineering up to the licentiate standard and has an annual intake of 60 students. Another industrial training institute was started in 1959-60.

To provide facilities for technical education at the degree level to the brighter students passing out of higher secondary schools with science and technology, 18 seats in different engineering colleges and universities all over India are reserved every year for students of this Territory.

Social Education

Programmes of social education were introduced in 1953-54 when 15 centres for social education were opened and 30 social education workers appointed for the purpose. The work has greatly expanded since. There are about 415 social education centres with 473 social education workers (both men and women) today. There is a social education section in the Education Directorate with two Deputy Directors (one for youth programme and the other for women's programmes), one inspector of social education and one Chief Social Education Organizer. A Janata College has also been established for the training of social education workers.

A library service has been in existence since 1953-54 and consists of a central library at Agartala town, nine branches at sub-divisional headquarters, and mobile units to serve the rural areas.

Girls' Education

Enrolment of girls at primary, middle and secondary stages has been rising steadily. Special scholarships are awarded to girls on the basis of scholarship examinations and 30 per cent of the social stipends are earmarked for them. Education of girls is free at both the primary and secondary stages. Girls coming from poorer sections of the rural people are also given clothing in certain schools. Appointment of a number of school mothers recently is expected to

step up the enrolment of girls further. Hostel facilities for girls are provided at the secondary and collegiate stages and special stipends have been instituted for them at the university stage.

Women teachers are in short supply, particularly in rural areas. A programme for imparting a condensed course of training to 60 selected women from rural areas annually has been taken up recently.

For supervision of women's programmes, there is a woman Deputy Director in the Department. There is also an inspectress of schools and an assistant inspectress of schools under the local Territorial Council for the inspection and supervision of girls schools.

Scholarships

In April 1959, education was made free for all up to the middle stage i.e. up to class VIII. At the secondary stage, education is free for girls and students belonging to the backward communities. For all practical purposes, therefore, Tripura has now reached a stage when it may be said that education is free up to the school leaving stage.

Prior to 1947, the number of scholarships awarded to students at different stages of education was very small. There is now provision for 200 school stipends for poor and meritorious students at the school stage. Of these, 55 per cent are earmarked for students from the backward communities. Boarding-house stipends for about 250 tribal students at the average rate of Rs. 30 p.m. are also granted each year.

At the post-matriculation stage, maintenance stipends are awarded to meritorious and poor students who are permanent residents of this Territory. For educational courses not provided in Tripura, students are sent to other states of the Indian Union and are generally awarded stipends of the value ranging from Rs. 60 to Rs. 90 per month.

Physical Education

There is a Board to advise the Administration on matters relating to physical education and other youth welfare activities. A post of Superintendent of Physical Education (who is assisted by an

assistant inspector of physical education) has also been created. The colleges and the high and higher secondary schools have posts of physical instructors and games teachers. Physical education is a compulsory subject of study for teachers trainees. There is need for a full fledged training institute for physical education in this Territory.

Grants were given for the construction of five gymnasia during the Second Plan. Clubs are given grants towards the maintenance and purchase of equipment every year. A beginning has also been made with the physical efficiency drive scheme in this Territory.

Scouts and Guides, N.C.C. and A.C.C. scout troops have been raised in several high schools; one girl guide unit has also been established.

The N.C.C. and A.C.C. were introduced in 1953-54. The senior division N.C.C. has now four units for boys, and two units for girls. The junior division has 16 units for boys and 7 units for girls. The A.C.C. consists of 42 units with 2,040 boys and 480 girls. Five additional junior divisions (N.C.C.) and an equal number of A.C.C. units are proposed to be raised during the Third Plan.

Games and Sports

The Tripura Sports Council advises the Administration on the organization of games and sports. Athletic meets for school students on zonal and sub-zonal basis, and sports meets for village adults are organized every year. Sports meets are also held on the Bengali New Years Day.

School Health Service

A school health service has been in existence since 1954-55. It now has three medical officers who have been posted in three areas. In selected block development areas, children of primary schools are given free milk, thanks to the help of the UNICEF.

Education of Backward Communities

Enrolment of scheduled caste, scheduled tribe and other backward community children has been increasing steadily. It rose from 7,550 in 1950-51 to 16,266 in 1954-55, to 41,265 in 1958-59 and to 52,778 in 1960-61.

An important advance for tribal welfare is the provision of health. In 1947, there were 220 health centres, of which 115 existed in primary schools. With the recent expansion of primary education, the need for health has shifted from the primary stage to the secondary. In 1954, there were 300 medical centres in the health and a great majority of these were in villages of 5000.

Steps are also being taken to lower the toll of diseases of children under childhood. Typhoid, Cholera and gastro-intestinal epidemics are the result of bad water. A number of tribal centres have been opened in places where tribal people live in large numbers.

Cash rewards for teachers and others for improving production in the tribal areas have been instituted and a Tripartite English-English dictionary has been published. Attempts are also being made to bring out suitable primers in Tripura so that even at the tribal schools at least they have primary education through their mother tongue. Teachers in the basic training colleges of Tripura have to undergo courses in the Tripuri dialect so that their work with the tribal students may be more effective.

Pre-primary Education

A well-equipped government nursery school was established in the Phek Plateau. During the Second Plan, the Central Social Welfare Board started a number of Balwadis in rural areas. These have been very popular and thanks to the collaboration of the Central Social Welfare Board, the Education Directorate and the Tribal and Labour Welfare Department, these have already covered 475 villages of 100 families. One-third of the population is proposed to be covered by the end of the Third Plan.

Audio-visual Education

The Social Education Section of the Education Directorate has a film library with a number of full-length pictures about 100 in number and some film-rips. The mobile units organize audio-visual programmes including film shows and puppet shows in all parts of the Territory.

Propagation of Hindi

There is much excitement of Hindi learning people in England and throughout the world. A number of Hindi schools have opened in some countries almost in the last year. Towards the end of the last year, some Hindi Central schools were being opened, and a Hindi Faculty Training Institute was started at Agartala by the Education Department. Recently, the Institute has been moved to the site of a growing village which will provide housing facilities, water and electricity. Hindi Division and working committee for voluntary organisations are giving grants to the Education Department. Contributions proposed for such organisations entered in the contributions submitted by the Hindustanabad Pradesh Sahitya Akademi. Facilities have also been arranged for government employees in the Training in Hindi Hindi. A similar arrangement for distribution of suitable Hindi books to the Press and printing houses has also been issued. Hindi has been included in the compulsory syllabus of study at the primary stage and the post of a Hindi Education Officer has been created in the Department.

Propagation of Sanskrit

Even in independence, the State Government has been Sanskrit movement, which proposed schemes for different Sanskrit institutions. In some States in the initiative of the Ugrasara Technical Council, the Government has accepted into a Sanskrit college. Provision has been made for offering awards to students of the Sanskrit college.

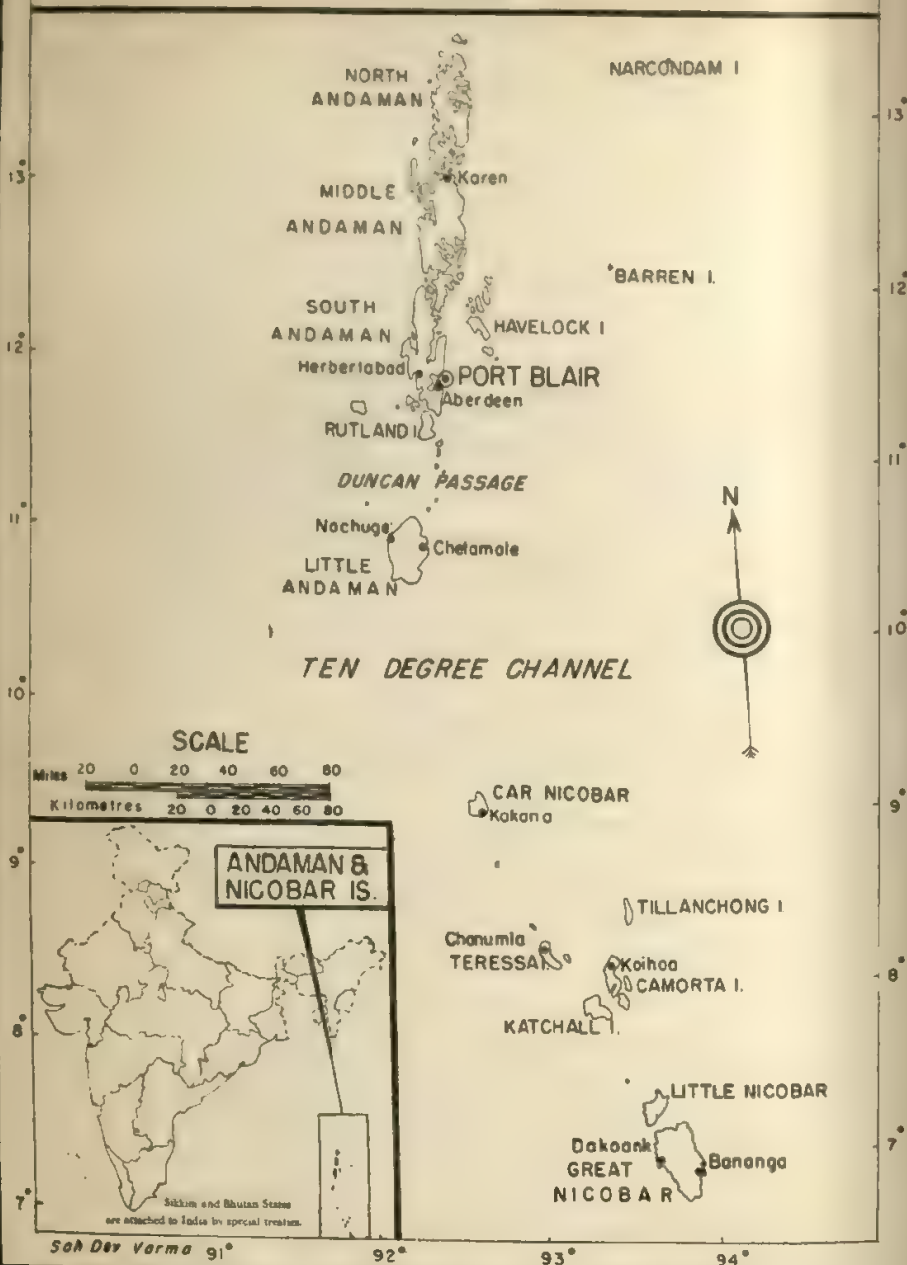
After independence, about 25 Sanskrit Pathshalas were given some extension as a result of the initiative of the Indian Sanskrit scholars from Pathshalas. The Education Department gives maintenance grants to these institutions.

Administration

The Education Department was created in 1947. The Director of Education who is also the executive Secretary of Education Department at the Administration is in overall charge of education in England. The cost of education was increased to about 10 per cent of the total expenditure on education.

The Ugrasara Technical Council has a post of a Principal Officer

ANDAMAN AND NICOBAR ISLANDS (INDIA)



for Education, two posts of Deputy Principal Officers and an inspectorate consisting of sub inspectors, assistant inspectors and inspectors of schools. Besides, there are three subject inspectors for improving the quality of teaching in secondary schools.

Finance

In 1946, the total budget provision for education in Tripura was Rs. 2 lakhs. There has been a steady increase in expenditure on education ever since. It stood at Rs. 8.5 lakhs (or 18.6 per cent) in 1950-51 at Rs. 19 lakhs (or 20.8 per cent) in 1953-54 and at Rs. 73 lakhs (or 27 per cent) in 1957-58. The Second Plan provided Rs. 112 lakhs (or 12.5 per cent of the total Plan outlay) for education. The Third Plan envisages a total expenditure Rs. 240 lakhs for education out of a total estimated Plan expenditure of Rs. 1,632 lakhs for Tripura. This works out at 14.7 per cent of the total provision.

V. ANDAMAN AND NICOBAR ISLANDS

General

The area of Andaman and Nicobar islands is 3,215 square miles. Though these islands form one administrative unit (one district only), they consist of two separate groups of islands. The Andamans consist of a chain of islands stretching from Landfall Island in the north to the Little Andaman in the south, in an arc stretching over some 200 miles of sea. About 80 miles to the south of Little Andaman is Car Nicobar, the northernmost part of the Nicobar group of islands continuing in an arc for another 200 miles to Great Nicobar which is only some 120 miles distant from the northern tip.

Every island is covered with thick jungles and most of them excepting Car Nicobar are hilly. Since all the islands lie between 6° and 14° of north latitude the climate is tropical. The temperature variation throughout the year is only from 85°F to 95°F. The average rainfall is 123 inches and is spread over the whole year, the only dry quarter being January to March.

The total population of the islands in 1951 was 30,971 which with constant immigration, increased to 63,548 in 1961. The rural population in 1951 was 74.1 per cent of the total population. There

is only one town *viz.*, Port Blair, and it accounts for about a quarter of the total population. The density of population is 15.3 per sq. mile and the sex ratio 62 males to 38 females. The main religions are Christianity, Islam, Hinduism, Buddhism, and Sikhism. The caste system exists but is not very rigid and inter-caste or inter-communal marriages are fairly frequent. There is no 'purdah' and no untouchability.

The following tribes or tribal communities have been declared as scheduled tribes in relation to Andaman and Nicobar Islands under the Constitution (Andaman and Nicobar Islands) Scheduled Tribes Order, 1959. There are no scheduled castes in this territory.

1. In the Andaman Islands:

- (i) Andamanese including Chariar or Chair, Kora, Tabo or Bo, Yere, Kede, Bea, Balawa, Bojigiyab, Juwai and Kol
- (ii) Jarawas
- (iii) Onges
- (iv) Setinelese

2. In the Nicobar Islands:

- (i) Nicobarese
- (ii) Shom Pens

The population of the islands is of a cosmopolitan nature and many languages and dialects are spoken at present such as Bengali, Burmese, Hindi, Malayalam, Nicobarese, Tamil, Telegu, Urdu, Hindustani and Karenin.

The main occupations of the people are agriculture, labour, business and service. Neither industrialization nor urbanization have made much headway in these islands.

For administrative purposes the Territory is divided into three sub-divisions and six *tehsils*.

Development of Education Prior to 1947

The first significant attempt to colonize the islands was made in 1858 when a large number of prisoners of the so-called 'Sepoy Mutiny' were removed to the Andamans. The penal settlement thus established continued to exist till 1942. As would be easily understood,

not much thought was given to the educational development of the settlement during these years. This period of neglect was followed by the worst years of Japanese occupation—from 1942 to 1945. It was only after the attainment of independence in 1947 that the educational needs of the islands started receiving earnest attention.

The first primary school in the islands was opened in the last quarter of the 19th century at Port Blair. It followed the syllabus of the Punjab Education Department and Urdu was the medium of instruction. In the first decades of the present century, this institution was upgraded into a middle school and in the following decade, it was raised to the status of a high school with English as the medium of instruction and Urdu as a major language. In the meantime, a girls' primary school was established which was later on combined with the high school in 1933. With the passage of time, the convict population spread to the interior of the Andamans and eight primary schools were founded to cater to the needs of their children. Most of these schools also employed Urdu as the medium of instruction. Gradually the need to open schools with other media arose. The Mopla Rebellion caused the transportation of a large number of Moplas who spoke Malayalam; the Karen settlers and the Burmese convicts posed their own educational problems. Consequently schools with Malayalam, Karenin, Burmese and English as media of instruction had to be provided.

The high school at Port Blair was first affiliated to the Rangoon University; but with the separation of Burma from India, this affiliation was transferred to the Calcutta University in 1936 and at present all the three Higher Secondary Multi-purpose schools have been affiliated to the Central Board of Secondary Education, Delhi.

During the Japanese occupation of these islands (March 1942 to October 1945), the medium of instruction was changed from Urdu to Japanese and the number of students also decreased to a very great extent. But with the reoccupation of the Andaman and Nicobar Islands in October 1945, the old system was restored.

Till 1947, there was no Education Department and the Deputy Commissioner of the islands was also the controlling officer for education in his capacity as the President of the Education Advisory Committee. He was also the President of the High School Managing Committee.

Primary Education

Table 32 will give some idea of the growth of primary education during 1948-61:

TABLE 32: PROGRESS OF PRIMARY EDUCATION IN A & N ISLANDS
(1948-49 TO 1959-60)

Item		1948-49	1950-51	1955-56	1960-61
No. of primary schools	..	19	19	30	76
No. of students	..	843	854	1,697	4,823
No. of teachers	..	N.A.	51	60	138
Teacher training institute	..	..	..	..	1
Expenditure on primary education (in Rupees)	..	34,852	53,992	89,018	3,08,155
Per capita cost (in Rupees)	..	41.34	63.22	52.45	63.89
Pupil-teacher ratio	..	..	17:1	28:1	35:1

On the eve of the Second Plan, a committee was appointed to enquire into the condition of education in the islands. This committee (commonly known as the "Basu Committee") submitted its report in 1955. The committee, *inter alia*, recognized the importance of primary education and made several important recommendations. These were accepted and a sum of Rs. 4.59 lakhs was allocated for primary education in rural areas in the Second Plan.

A regular Education Officer was appointed in the year 1958, and three Education Supervisors, one for South Andaman, one for Middle and North Andamans area and another for Nicobar group of Islands were appointed in the year 1960.

By the end of the Second Plan the number of primary schools had increased from 37 in 1955-56 to 76 in 1960-61. The curriculum followed in these schools is the same as in West Bengal. The textbooks are procured from the mainland and are not printed here. Buildings posed a more difficult problem in the Second Plan which is expected to be solved to some extent in the Third Plan.

The greatest problem is the shortage of qualified teachers. So far, most of the trained teachers have come from the mainland. The

teachers who come from the mainland, are often not prepared to face the rigours of life on the islands and are prone to leave jobs and return to the mainland at the earliest opportunity. It was felt, therefore, that it would be much better to recruit untrained matriculates available in the islands and then to train them in a local teachers' training school. Accordingly a junior basic teachers' training school was established at Port Blair in 1958-59 for training 20 primary school teachers every year. The intake of the school has since increased from 20 to 24.

By the end of Second Five-Year Plan there were 4,823 scholars in the junior basic primary schools of this Territory. Free and compulsory primary education for the age group of 6-11 could not be introduced due to lack of accommodation and staff. A new scheme for the supply of free textbooks to the children of low income group parents has been introduced for the encouragement of education. The climatic conditions rule out the possibility of conducting classes in the open air and it is, therefore, proposed to construct permanent school buildings for all schools. It has further been proposed that all the primary schools in the islands will be converted to the basic pattern. Compulsory attendance will be enforced in specified areas as and when facilities for such education are provided.

Basic Education

The Andamans Education Committee had recommended that primary schools in the headquarters area should be converted to the basic pattern and that basic education should be introduced in schools of the rural areas also as quickly as possible. A good deal of progress in the matter has since been made. In 1961 there were 23 basic oriented schools with 66 teachers and 2,300 students on roll.

A senior basic school for girls has also been opened. It is proposed that in the Third Plan all the primary schools should be oriented towards the basic pattern.

Secondary Education

The Government High School at Port Blair has been upgraded into a higher secondary multi-purpose school. It was a co-educational institution until 1961 when a separate school was established for girls. Another higher secondary school has also been started in

Car Nicobar. In addition, there are two senior basic or middle schools, teaching up to standard VIII only.

As was mentioned earlier, the recruitment of teachers poses a very difficult problem on account of the past associations of the place with the settlement of criminal and political convicts. Even the recruitment of teachers from the mainland has been most difficult. It is hoped that as conditions of life improve, there will be improvement in the supply of teachers also.

Hindi is the medium of instruction at the secondary stage. In addition to Hindi, Urdu is also the medium of instruction in both the higher secondary schools at Port Blair.

All the higher secondary schools and senior basic schools have been provided with hostel facilities for the students coming from distant areas. They are granted stipends at the rate of Rs. 20 and Rs. 10 p.m. respectively.

An idea of the growth of secondary education in these islands can be had from Table 33.

TABLE 33: GROWTH OF SECONDARY EDUCATION IN A & N ISLANDS
(1948-49 TO 1960-61)

		1948-49	1950-51	1955-56	1957-58	1960-61
Number of pupils	..	777	898	1,108 ^a	1047	715
Number of teachers	..	..	15	42	48	46
Expenditure (in Rs.)	..	52,811	31,374	1,17,248	1,37,700	1,89,924

Technical Education

In pursuance of a recommendation made by the Andamans Education Committee a trade school was inaugurated at Port Blair on November 14, 1958. The annual intake of the school is 20 out of which four seats are reserved for Nicobarese students. It provides courses for (1) motor mechanics, (2) machinists (turners) and (3) wiremen. The duration of these courses is two years and the minimum qualification for admission is standard VIII. The school is headed by a Superintendent who is assisted by two

^aIncludes primary and middle sections attached to the high school.

instructors. Considerable expansion of the institution is contemplated in the Third Plan.

The Cottage Industries Department offers vocational training at its industrial centres in blacksmithy, carpentry, cane and bamboo work, tailoring and garment-making, *Amber Charkha*, shell craft and coir industry. The number of seats available for each trade is ten. The apprentices get stipends. The duration of the training is one year.

Social Education

Social education in these islands is of very recent origin. It was only in 1958 that a social education organizer was appointed and four social education centres were set up. Some additional centres have been opened recently. The programmes at these centres are rich and varied and include running of literacy classes and libraries, recreational and cultural activities, child and youth welfare programmes, and special vocational programmes for women.

Girls' Education

There were no separate institutions for girls until 1959 when a girls' higher secondary school was established at Port Blair. Girls' education in the rural areas, especially in the new areas, presents a very difficult problem due to the social backwardness of the people. It is, however, encouraging to note that the enrolment of girls during the last decade has been increasing. In 1949-50, there were only 18 women teachers and 496 girls in school in the islands; by 1958-59 the number of teachers had increased to 47 and that of girls to 874.

The Third Plan provides special incentives for the spread of girls' education. Prizes, stipends and help in kind will be given to girls in order to attract them to educational institutions. Girls from rural areas will also be given maintenance stipends if they care to stay in hostels attached to secondary institutions.

Scholarships

Education has been free in this Territory at all stages since 1959. As no facilities are available here for studies at the post-secondary stage, local students are given stipends for higher education—general as well as technical and professional—on the

mainland. The number of scholarships sanctioned increased from six in 1956-57 to 45 in 1959-60. It is proposed to increase the number of scholarships during the Third Plan.

Physical Education

Physical education is receiving considerable attention on the islands. It is a compulsory but non-examination subject in the higher secondary schools and is in the charge of a graduate instructor trained in physical education. It is a compulsory subject in the primary schools also and trained peripatetic teachers have been appointed to look after it in the rural areas. An Advisory Board of Physical Education and Recreation has also been appointed.

The greatest difficulty in organizing games and sports in the islands is the lack of playgrounds. There are only six good grounds on the islands, none of which belongs to the Education Department. There is also need for a well-equipped gymnasium.

Scouting and N.C.C. (Army and Navy) are popular. There is a scout troop attached to the higher secondary multi-purpose school under the charge of a trained scout master. In addition to this, there are three N.C.C. (Army troops)—two for boys and one for girls. Besides, there is a Naval N.C.C. troop for boys.

Every year a batch of students is taken to the mainland on an educational tour. The tribal students of Nicobar are also given opportunities to visit the mainland.

Sports meets for schools are held every year. In addition the local Central Sports Board organizes annual sports meets and tournaments of various kinds. The national physical efficiency drive scheme launched recently has proved to be very popular.

Education of Backward Classes

Among tribes, only the Nicobarese have shown some interest in education so far. There are 12 primary and one senior basic school in the Nicobar group of islands which has recently been up-graded to a higher secondary school. In order to encourage education amongst these classes, several facilities such as supply of books and stationery, award of merit scholarships, provision for midday meals, provision for hostels etc., are offered. Nicobarese and Hindi are the media of instruction in the schools of Nicobar. Much difficulty is

being experienced in getting qualified Nicobarese teachers mainly because Nicobarese is not a developed language and has no script of its own.

Pre-primary Education

The Modern Preparatory School at Port Blair offers pre-primary education. Since its inception in 1946 it has been managed by a private body. The school has been receiving grant-in-aid from the government.

Development of Hindi

Ten Hindi centres prepare non-Hindi speaking government employees and private persons for examinations conducted by the Rashtrabhasha Prachar Samiti, Wardha. The Rashtrabhasha Prachar Samiti, Port Blair is conducting *Pravesh*, *Parichay* and *Kovid* examinations at the authorized examination centres in this Territory. Incentives in the shape of prizes and awards are also given to propagate the language amongst the masses.

Hindi is the Court language and is a compulsory subject from class III in all non-Hindi media schools. It is also the medium of instruction in teachers' training and higher secondary schools.

Third Plan

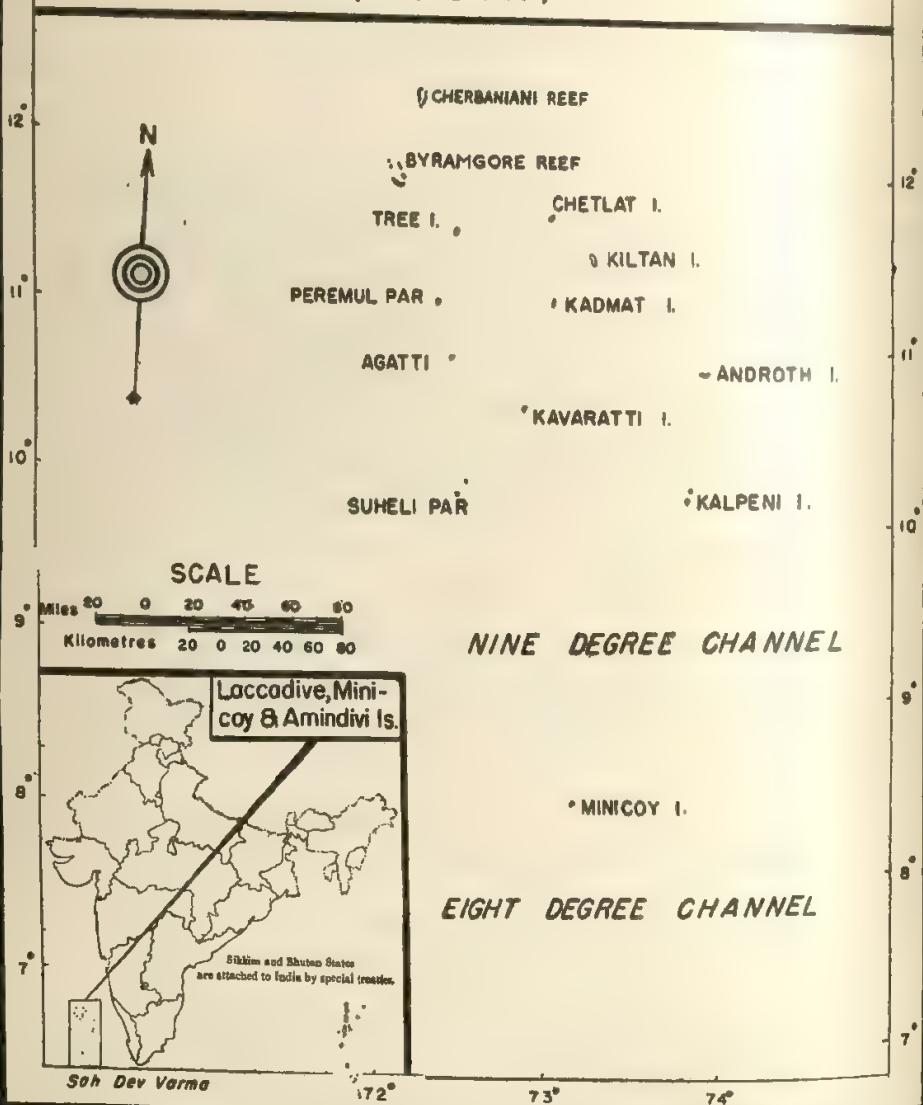
During the Second Plan, Rs. 58,78,100 were earmarked for education in these islands. It is anticipated that during the Third Plan Rs. 62,78,500 would be spent on education. It is hoped that the Third Plan will not only consolidate the gains of the Second, but also open up new avenues of educational progress.

VI. LACCADIVE, MINICOY AND AMINDIVI ISLANDS

General

The Territory of the Laccadive, Minicoy and Amindivi Islands is a group of nineteen small coral islands and a few sand banks lying scattered between 8 and 12 north latitude in the Arabian sea to the west of the State of Kerala. Out of these nineteen islands only ten are inhabited. In addition to these nineteen islands there is a bird island called *Pitti*. The total area of these islands is about 10.76

LACCADIVE, MINICOY AND AMINDIVI ISLANDS (INDIA)



square miles and the population is 24,108 according to 1961 census. These islands were formerly part of the composite Madras State, and were constituted into a separate Union territory in November, 1956, consequent on the re-organization of states. Transport was the main bottleneck which stood in the way of the development of these islands. The Administration has chartered two ships which are now plying between the islands and the mainland regularly. This has considerably reduced the isolation of the island, especially during the monsoon period. While formerly it took over five months to establish communication with the islands, it now takes just a little over one month. For inter-island transport the Administration has a small motor launch of its own. A ship and one more motor launch for the Administration are under construction and they will be put into commission shortly. Country crafts which mainly depend upon wind and weather are also used as means of transport.

The inhabitants of the Laccadive and Amindivi group of islands form one ethnic group and are akin to the people of Kerala. On Minicoy the ethnic strain is more akin to those of Maldives. All the inhabitants in these islands are Muslims and they have been declared as scheduled tribes. The women on these islands do not observe ghosha. In the Laccadive and Amindivi group of islands, the people speak Malayalam with local variations of pronunciation, etc. In Minicoy islands, the language spoken is 'Mahl' which is said to be allied to the original 'Sinhalese'.

All the islands are coconut gardens. The chief occupations of the people are fishing, coir twisting and copra making. Vinegar and jaggery making are important household industries. The people of Minicoy are good sailors and fishermen. On this island, fishing is the major occupation of the people. Many from Minicoy are employed as 'Khalasis' and 'Seranges' in the merchant navy. The fish called bonito (tuna) are exported from Minicoy to the mainland after drying and smoking.

The coir is twisted by hand, mainly by women. Coir industry holds a vital position in the islanders' life. The trade in coir is a monopoly of the government. The coir is bartered for rice at fixed parity rate. The monopoly system is a great advantage to the poorer sections of the community who get a ready and regular supply of rice throughout the year. They want this monopoly to continue.

No food crops are grown on the islands. They have to be brought from the mainland.

Formerly the island products were marketted through middlemen on the mainland, who usually exploited the islanders to a considerable extent. With the opening of the cooperative societies in all the islands, however, a new era has been opened in the history of the islands. All the consumer goods required by the islanders are at present supplied through co-operative societies. So also are the island products, especially copra, marketted through these societies. This helps the islanders to purchase essential commodities and other necessities at reasonable rates and to get actual price for their products.

An Administrator is in charge of the administration of the Union Territory. There is a small office at Calicut on the mainland to deal with the activities of the Administration on the mainland. The Administrator is assisted by the Secretary to Administrator on the mainland and by the Development Officer on the islands.

In the Laccadive and Minicoy islands, the administration of civil and criminal justice is in the hands of the local official called 'Amin'. He is assisted by a body of 'Karanavans'. The Amin is selected for appointment from among the Karanavans. The judiciary in Laccadive and Minicoy islands is based on the Laccadive and Minicoy Regulation of 1912. The Amin is bound to record the views of the dissenting Karanavan, but his own judgement prevails. He exercises powers almost equal to those of a Third Class Magistrate under Criminal Procedure Code. In respect of civil cases he has unrestricted powers.

There are now Tahsildars in Laccadive and Minicoy islands who have been designated Assistants to Administrator for the purpose of administration of civil and criminal justice. The cases on the files of the Amins have been withdrawn and they are now dealt with by the Tahsildars.

In the Amindivi group of islands, the administration of justice is carried out by an officer in the grade of a Deputy Tahsildar. This officer is vested with the powers of a Third Class Magistrate under the Criminal Procedure Code. He deals with civil cases also.

Appeals lie to the Development Officer and second appeals to

Administrator. The Amindivi group of islands is under the jurisdiction of the Sessions Judge, Tellicherry. The entire Union Territory is under the jurisdiction of the Kerala High Court.

There is no land tax in any of these islands. In the Laccadive group of islands, government land is leased to individuals where tree tax (rent) is collected on yielding coconut trees. However, there is no tree tax on private property. In the Amindivi group of islands even for government leased, tree tax is not collected. The total annual revenue receipts come to Rs. 20,000 approximately. When compared to the enormous expenditure incurred on the development of these islands the income from revenue is quite insignificant. But this is an under-developed area inhabited by scheduled tribes. The total outlay during the Second Plan of this Union Territory was to the order of Rs. 73.85 lakhs. But due to various difficulties, the target proposed could not be achieved. The Third Plan for the Union Territory costs Rs. 99.08 lakhs.

A Review of Educational Development up to 1947

Maktabs attached to mosques appear to have existed in the islands from very early times. Nevertheless, the islanders have all along been extremely backward educationally.

The first primary school was established at Kalpeni island in 1884. During the next six years, four additional schools were started at Kavaratti, Agatti, Androth and Minicoy islands. In 1905, a trained teacher was recruited and another school started at Amini islands. By 1920, however, the schools at Androth and Minicoy islands were closed and the islands had only four schools.

The state of affairs on the eve of independence was not much different. The only silver lining was a few scholarships given to intelligent students from the islands to prosecute studies at the secondary and collegiate stages on the mainland.

Primary Education

Between 1947 and 1956, the Government of Madras did a good deal to expand education on the islands. But its efforts were considerably hampered by transport difficulties, the inaccessibility of

the islands and the unwillingness of the people from the mainland to work on the islands. In 1956-57 when the Union Territory was first formed, there were nine elementary schools with 1,921 pupils and 28 teachers. Progress during the subsequent years was rapid and the school enrolment rose to nearly 3,396 by the end of 1960-61. By the end of 1960-61 there were 14 primary and middle schools, out of which four were exclusively for girls. The number of teachers had increased to 104.

The schools follow the same curriculum, syllabi and textbooks as are in force in Kerala State. Consequent on the change-over to basic pattern, orientation training has been given to the teachers. Craft subjects are also taught in schools.

The medium of instruction in schools is Malayalam. In the schools at Minicoy, arrangements have been made to teach 'Mahl' also.

All the dilapidated school-buildings have been repaired. New buildings have been constructed wherever necessary. Free midday meals to school children are being given and the expenditure on this account is entirely met by the Administration.

Secondary Education

The first high school was started on Amini island in June 1960. Prior to the establishment of this high school, scholarships were given to the students to prosecute high school education in the mainland high schools. A hostel for island students for high school course was provided at Calicut and boarding and lodging were available free of cost.

All the textbooks and writing materials are given free of cost by the Administration to all the students in primary as well as in secondary schools. Boy students in high school classes are given two sets of uniforms a year, free of cost by the Administration. Well equipped laboratories have been provided in the high schools and all the primary schools have been provided with requisite teaching aids. Facilities have been made for audio-visual education also. Films on scientific and other interesting topics have been procured and these are exhibited in the school by the publicity units of the Administration. At present three such units are functioning.

Scholarships

Facilities are now available in the islands for education up to secondary stage only. Scholarships are granted to the students for prosecuting higher studies, in the mainland institutions. The rates of scholarships and lump sum grants are different for various courses.

Technical Education

For the first time in the history of this Union Territory, a student belonging to Minicoy Island joined the Engineering College in 1958-59. He has completed his course successfully. The first student to join the medical college was in 1959-60. In subsequent years a good number of students have joined professional and arts colleges.

Social Education

The first programme of social education was started in 1958-59 when social education centres were opened on each island. Youth welfare and sports clubs were also established in all the islands. There were nine adult literacy centres in 1959-60 and 400 adults had been made literate by that time. Children's parks have been established on these islands. Women's Welfare Centres are also functioning. Sewing machines and other materials required have been supplied to these centres by the Administration. Training in embroidery and tailoring is being given at these centres. Reading room-cum-libraries are functioning on all the islands. Dailies, periodicals and books are supplied to the institutions by the Administration.

Girls' Education

The islanders were originally opposed to girls' education on religious grounds. This opposition is however fast dying out. To attract more girls to schools and retain them on rolls, more and more women are appointed as teachers. All girl students in the schools are given two sets of school uniforms per year free of cost by the Administration. This serves as an incentive to the girls to attend schools. Since the last two to three years there has been unprecedented progress in the expansion of girls education.

Physical Education

Physical education teachers have been appointed in all the senior basic and high schools. Greater emphasis has been given for the promotion of sports and games. Facilities have been provided for gymnastics also. Cricket, football, volley ball, basket ball and water polo are being played on the islands. Equipment and articles required for indoor games have also been supplied to the schools. Inter-school athletic meets and tournaments are being conducted annually.

National Cadet Corps

At present two junior divisions of Naval Wing N.C.C. troops are functioning with a total strength of about 100 cadets.

Teaching of Hindi

Hindi is compulsory from class IV onwards. It has not yet been made the medium of official communication. Non-Hindi speaking employees in this Administration as well as some adult islanders are attending Hindi classes.

Administration

To advise the Administrator on matters concerning education, there is an Education Officer. To assist the Education Officer, there is one Assistant Education Officer also.

Pay Scales of Teachers

The teachers are given pay and allowances as per central government rates. For mainlanders recruited for duty on the islands, a special pay amounting to 40 per cent of their basic pay is also given. Government quarters are provided to the teachers free of cost according to availability, and in cases where they are not available, house rent is paid instead.

Education in the Third Plan

Out of the total outlay of Rs. 73.85 lakhs for the Second Five-Year Plan of this Union Territory, a sum of Rs. 12.4 lakhs was set apart for education. In the Third Five-Year Plan a sum of Rs. 18.83 lakhs has been earmarked for schemes under education.

Schemes under the Third Five-Year Plan are (1) provision for the enrolment of 2,000 additional children in primary schools, (2) special measures for stepping up enrolment of girls, (3) scholarships for university education and professional courses, (4) development of the existing high schools and establishment of the two high schools at Kalpeni and Kavaratti, (5) organization of labour and social service camps and educational tours of students and teachers to the mainland, and (6) construction of school buildings and quarters for teachers.

TABLE 34: EDUCATIONAL STATISTICS OF LACCADIVE, MINICOY & AMINDIVI ISLANDS (1960-61)

Item			Total
I. Number of institutions:			
Secondary (High school)	..	..	1
Senior basic schools	..	..	1
Middle schools	..	..	3
Primary schools	..	..	11
II. Number of students:			
Secondary (High school) stage	..	..	544
Primary stage	..	..	3,396
III. Number of teachers in primary and secondary schools			
	..	..	104
IV. Expenditure on primary and secondary education through government funds			
	..	..	Rs. 5,17,792

VII. NORTH EAST FRONTIER AGENCY

General

The North East Frontier Agency extends over a vast area comprising six divisions. It is inhabited by diverse tribal people speaking different dialects. Some tribes like the Khamptis and the Adis have already made good progress educationally while others like the Idus and the Taroans (Digarus) have been slow in appreciating the need for education. By and large a definite educational consciousness has been growing of late in the people of the Agency.

Before 1947 there was no separate educational set-up in NEFA

and the Political Officers of the area were required to look after all matters relating to education. The educational facilities provided were extremely limited—two lower primary schools and one middle English school were the only educational institutions in the area.

Primary Education

There are at present 224 lower primary schools as against two that existed in 1947. They consist of five classes, *viz.*, classes A, B, I, II and III. The mother tongue of the tribal people has been made the medium of instruction and text-books have been prepared in various tribal languages. Assamese which is introduced in class I of the primary stage is the medium of instruction from class IV onwards.

All the primary schools in a division are administered by the Education Department through the Assistant Education Officer (now designated Divisional Inspector of Schools) under the agency of the Political Officer. The Director and the Assistant Director of Education also pay occasional visits to schools.

All the existing lower primary schools are being gradually converted to the basic pattern. For this purpose, tribal students with educational qualifications up to middle (English) standard are being trained in basic education in the Basic Training Institute at Changlang in the Tirap Frontier Division. On completion of training, they are posted to primary schools in the interior so as to teach tribal children in their own mother tongue. A number of orientation courses for teachers have also been held in different divisions. These have been of great value in orienting the schools on basic lines.

Secondary Education

In 1947, there were no high schools in any of the divisions. The middle school at Pasighat in the Pasighat sub-division, however, was a flourishing school. It was decided, therefore, to raise it to the high school standard. The proposal met with good response from the people of that area belonging mainly to the Minyong, Padam and Gallong tribes. Very soon, a new building was constructed. The school was also given proper equipment and qualified staff. The school has since been affiliated to Gauhati University.

Simultaneously, steps have been taken to establish high schools in other divisions also. At present there are four full-fledged higher secondary and four high schools, *viz.*, Bomdi-La Higher Secondary, Kameng Frontier Division; Along Higher Secondary, Siang Frontier Division; Pasighat Higher Secondary, Pasighat Division; Tezu Higher Secondary, Lohit Frontier Division; Ziro High School, Subansiri Frontier Division; Namsai High School, Lohit Frontier Division; Changlang High School and Jairampur High School, Changlang Sub-Division. All the higher secondary and Ziro and Changlang High Schools have been affiliated to the Board of Secondary Education, Assam.

Each high school is equipped with a science laboratory, a good library and sports equipment. Every care has been taken to appoint the best available persons as headmasters and teachers in these schools. The headmasters have been placed in Class II (gazetted) scale.

A hostel is attached to each high school with separate arrangements for boys and girls. Students staying in the hostels are given free board and lodging. Textbooks are also free for students. The standards of instruction and examination in the high schools are satisfactory.

Social Service

Social Service is a subject in the school curriculum which includes social activities such as cleaning the school, repairing the school buildings, cleaning of jungle around the school and maintenance of the school field. On Saturday, which is observed as a social service day, all students and teachers assemble together and a social service programme is carried out. Besides, annual social service camps are organized in every division, in which a number of schools participate. The main purpose of the camps is to inculcate a sense of discipline and a spirit of service in students, to introduce the villagers to clean and hygienic ways of living, to enable them to appreciate the value of community work and to foster self-reliance in them.

Girls' Education

There are no separate girls' institutions in NEFA. However, as stated already, separate hostels for girls have been attached to high schools and each placed under a woman Assistant Superintendent.

In the beginning there was a very little interest in the tribal people to educate their girls. Today the position is much better ; a number of girls are coming forward to study in primary, middle and high schools. Looking at the increasing enrolment of girls in schools every year and the fact that some are even continuing their studies at the higher stage, the educational future of the people of NEFA looks bright.

Teaching of Science

Science is a compulsory subject in all high schools. As stated earlier, every high school has been equipped with an up-to-date science laboratory under the supervision of a trained science teacher. There is provision for the teaching of general science at the middle stage. At the primary stage, nature study is a compulsory subject.

Scholarships

Poor and deserving students used to be granted scholarships in primary and secondary schools before 1956-57. However, with the provision of free education, free hostel facilities, free clothing, free books and slates, etc., the practice of awarding scholarships has since been discontinued. There is provision, however, for 25 primary scholarships of Rs. 5 p.m. each and 10 middle English scholarships of Rs. 7 each.

Extra-curricular Activities

Divisional school tournaments are held every year at divisional headquarters. The annual inter-divisional tournament is held at one of the divisional headquarters. The main object of these tournaments is to encourage brotherly feeling amongst students of different tribes and to inculcate in them a spirit of true sportsmanship. Great stress is laid on indigenous games. A book called the *Games of NEFA* has also been brought out.

Medical Care

Medical officers of the respective divisions visit the schools regularly. Medical examination of students is held every six months. Wherever possible, special medical treatment is also given to those that need it.

Development of Hindi

Steps have been taken for the development of Hindi among the tribal people. Hindi is taught in all classes beginning from class III upwards. Textbooks in the different dialects of NEFA for use in the lower primary schools are published in the Devanagari script.³ Regular classes in Hindi for the non-Hindi-knowing government employees are held at the divisional headquarters.

Administration

The Director of Education, NEFA, is in charge of education in the Territory. There is a divisional inspector of schools in each division to assist him. Since the introduction of 'single line administration' in the Agency, the divisional inspectors of schools have been placed under Political Officers who are the heads of their respective divisions. The Political Officers keep the Director of Education informed about the progress and development of education in their divisions. To assist the Director of Education, there is one Assistant Director of Education and one inspector of schools at the headquarters. The Textbook Production Branch controls the production of textbooks in tribal languages.

Educational administration in NEFA has its own special problems. As most of the schools are at a distance of three to ten days' march from the respective divisional headquarters and are spread out over a vast area, the divisional inspectors of schools are not able to visit and inspect more than a few schools every year. As a result, the school problems, technical or otherwise, have to be handled mostly by the local administrative officers. This arrangement can hardly be regarded as satisfactory. It is necessary to strengthen the inspecting staff considerably.

Conclusion

Despite the stress on quality, education in NEFA has undergone considerable expansion. At present there are 129 primary schools, 14 middle schools, and 5 high schools. In the Third Plan, a provision of Rs. 80 lakhs has been recommended for further educational development. The main proposals include the establishment of six pre-primary schools at the divisional headquarters, the opening of

³ Khampti textbooks will be in traditional Tai script.

58 junior basic schools, the conversion of 22 existing primary schools to the basic pattern, training of teachers, establishment of eight Middle English schools, production of textbooks in the tribal languages, and the establishment of one high school at the proposed headquarters of the Commissioner, NEFA.

VIII. PONDICHERRY

General

The State of Pondicherry, comprising the erstwhile French settlements of Pondicherry, Karikal, Mahe and Yanam, and covering an area of about 185 square miles, with a total population of 3.17 lakhs merged *de facto* with the Indian Union on November 1, 1954. The *de jure* transfer took place on August 8, 1962.

The settlement of Pondicherry is situated on the Coromandel Coast, and Pondicherry town, the capital of the State, is 105 miles south of Madras. The area of the settlement is 112 sq. miles, with a population of 2.58 lakhs. There are about 267 villages in it and the density of population is 2,309 per sq. mile. The most important industry is textiles. Pondicherry is a really cosmopolitan town; her people speak French, English, Tamil, Hindi, Bengali, Urdu, Marathi and several other languages. The average rainfall is about 48 inches and the soil is suitable for the cultivation of a number of crops.

A hundred miles further down south of Pondicherry on the east coast lies the settlement of Karaikal with a comparatively compact area of 61 square miles and a total population of about 84,000, giving a density of 1,377 persons per square mile. It is mainly a rural area with about 118 villages. The normal rainfall is 45 inches and the soil is suitable mainly for rice cultivation.

The territory of Mahé is situated on the Malabar Coast at a distance of about 400 miles from Pondicherry. This settlement comprises three villages and has an area of four square miles with a population of about 19,485 giving a density of 4,871 persons per sq. mile. The normal rainfall is 153 inches. The soil is fertile and very good for horticulture.

The territory of Yanam, situated in the State of Andhra, at a distance of about 600 miles north-east of Pondicherry is a narrow stretch of land covering about eight square miles. It has a

population of 7,032. The normal rainfall is 49 inches and the main occupation of the people is agriculture.

The State is divided into 16 communes—eight in Pondicherry, six in Karaikal, one in Mahé and one in Yanam. Each commune is administered by a Municipal Council which consists of a Mayor, one or more assistants and municipal councillors. The members of the Council are elected by universal suffrage every six years.

Although French is the official language of the State, English is steadily gaining ground. The territories of Pondicherry and Karaikal are situated in the Tamil-speaking area while Mahé and Yanam are situated in the Malayalam and Telugu-speaking areas respectively.

Brief Review of Education up to 'de facto' Transfer

Before the advent of the French in Pondicherry, the system of education here was the same as in the surrounding areas. French education was first introduced at the beginning of the 18th century. For various reasons, it did not make much progress up to 1870, the year in which the Third Republic was established in France. Under the new regime, an eminent educationist, M. Granbanlan was deputed to Pondicherry to conduct an on-the-spot study of the local conditions, and to prepare a scheme for the development and spread of the French language there. As a result, the French Brevet and Baccalaureat examinations were instituted. These were meant to enable the Pondicherrians to qualify for employment under the French Government. The Department of Education, which had so far been a section of the Secretariat, was separated as an independent unit in 1898, and Perdijou was appointed the first Director of Education. Another celebrated educationist, who was responsible for the progress of French Education was, M. Valmary, who was Director of Education for more than two decades at the beginning of this century. The Fathers of the Foreign Mission (Catholics) have also contributed a great deal to the development of education in this area.

It is important to remember that English education has developed alongside French, from the beginning. Since independence the study of the English language has gained momentum, and is attracting a much larger number of students than before. Education

in the vernacular was imparted only up to the elementary stage during the early days of French rule, but it was taught up to the secondary stage in later years. The medium of education was French but there has been a gradual change-over to English and Indian languages since the *de facto* merger in 1954.

Primary Education

There are 292 primary and middle schools in the State at present, as against 157 schools on November 1, 1954. The strength of pupils has increased from 15,900 to 29,894 and that of teachers from 554 to 950 since the *de facto* transfer. There is one teacher-training centre, although another is proposed to be started in Karaikal next year. The budget allotment for primary education in 1954 was Rs. 6,90,000. By 1960-61 it had increased to Rs. 13,23,265. The pupil-teacher ratio changed from 29:1 at the time of the merger to 31:1.

The curriculum and type designs for school buildings are more or less the same as those followed in the Madras State.

With a view to attracting pupils to primary and middle schools and to minimising wastage, a number of school canteens have been opened. Out of the total strength of 23,819 in public primary schools, 19,622 pupils are fed in these canteens.

The Centre Pédagogique (Pedagogic Centre), started after the *de facto* transfer, trains teachers for primary and middle schools. The intake of the Centre was 40, but it is proposed to increase it further in the Third Plan. The course of training is of two years' duration.

The concept of basic education is relatively new, and was first introduced in the State only three years ago.

Secondary Education

Secondary education is imparted in French schools (with French medium) coaching for the French Brevet examination (First Cycle), English schools (with English medium) preparing for the Matriculation examination of the University of Madras and in high schools (with Tamil medium) leading to the S.S.L.C. examination of the Madras State. Some Tamil-medium schools have been converted into higher secondary and multipurpose schools.

The budget allotment for secondary education was Rs. 2.88 lakhs in 1954 and Rs. 5.77 lakhs in 1960-61.

University Education

Second Cycle of education (Collegiate education) according to the French system is imparted in the College Francais (French College) which is run by the French Government and in the College Moderne (Modern College) which is managed by the State Government. The former prepares for the Baccalaureat Examination Parts I and II and the latter for Part I of this examination only. It is proposed to open a first grade college with English as the medium of instruction during the Third Plan.

The number of colleges in 1954 was two with 40 teachers and 1,110 students. They continue now with 937 students and 43 teachers.

There is an Institute of Indology at Pondicherry managed by the French Government, which is also engaged in research in the natural sciences. Aurobindo Ashram also conducts an education centre.

Technical Education

The Government of India set up a Medical College at Pondicherry in 1956-57 and it is developing rapidly. At present 211 students are on the rolls with a staff of 75 teachers. There is a school of arts and crafts which offers a three-year course in eight subjects. Students are given certificates on the completion of their courses. The strength of the school on November 1, 1954, was only 31; at present, it is 103. It is proposed to open a polytechnic during the Third Plan.

Social Education

There is one important library in each of the settlements of Pondicherry, Karaikal and Mahé, which is open to the public. Besides, there are two rural libraries—one in Mahé and the other in Yanam. There were no adult schools in existence at the time of merger; but in 1958-59, there were 40 such schools with an enrolment of 1,506. In 1960-61 the number of adult schools stood at 61. About 5,488 unlettered adults have been made literate

since 1954. It is proposed to open a number of social education centres, branch libraries and libraries for women and children in the Third Plan.

Girls' Education

There are 52 institutions for girls for general education at present with an enrolment of 15,740, as against 38 on November 1, 1954, with a strength of 5,700. Education is free for all girls up to the secondary stage, and scholarships are awarded liberally to girls for post-matriculation studies. To encourage the education of girls, a State Council for Women's Education has been formed recently.

Scholarships

Education in French is free at all levels. It is free for girls also in all types of schools. Boys studying in schools preparing for the Matriculation or the S.S.L.C., and children of non-gazetted staff of the State drawing a pay not exceeding Rs. 300 p.m. are also exempted from the payment of school fees up to the Third and Sixth Forms respectively.

Stipends ranging from Rs. 5 to Rs. 300 p.m. are granted to students studying in French secondary schools, provided they are successful in the competitive examination held for the purpose. Scholarships are also awarded to students belonging to the backward classes for pre-matric as well as post-matric studies. During 1960-61 post-matric scholarships were awarded to 293 students and an expenditure of Rs. 2,000 was incurred.

Physical Education

Physical education is given due attention and occupies its rightful place in the curriculum. Trained instructors have been placed in charge of physical education in schools. A scheme of inter-school tournaments and athletic competitions has also been initiated.

School Health

A scheme for the compulsory medical inspection of school children once a year has been introduced recently. A scheme for providing midday meals to poor students in public schools is already

in operation. It is proposed to extend it to private schools in the Third Plan. It is also proposed to improve the quality of meals in vitamins and proteins. A scheme for the introduction of health education covering health supervision, health guidance and recreation in the educational curriculum, and to correlate it with physical education is under way.

Pre-primary Education

There were no pre-primary schools in existence before 1964. At present there are 30 such schools which receive aid from the government. For each new school an equipment grant of Rs. 400 (non-recurring) and a monetary grant of Rs. 600 (recurring) are given. In the Third Plan it is proposed to open five more pre-primary schools to be attached to existing primary schools in the public sector.

Education of the Handicapped

At present there are no government schools in the State imparting education to handicapped children. It is, however, proposed to open two schools in the Third Plan—one for the blind and the other for the deaf and the dumb. It is also proposed to award scholarships to handicapped children to study in the neighbouring states. The Blind Relief Association in the State receives grants from both the state and central governments.

Development of Hindi

The Dakshina Bharat Hindi Prachar Sabha which receives substantial grants from the government is conducting Hindi classes for students as well as adults in different centres in the State. Hindi has already been introduced as a second language in one of the Matriculation High schools, and will gradually be introduced also in all S.S.L.C. schools. Evening classes in Hindi are held for students and government employees desirous of appearing for the Hindi Examinations conducted by the Board of Secondary Education, New Delhi.

Administration

The Director of Public Instruction is the executive head

of the Department of Education. He is assisted by two Deputy Directors—one is in charge of development planning and the other of administration. In the outlying settlements of Karaikal, Mahé and Yanam, he is represented by a delegate to whom some of his powers have been delegated. In Pondicherry, there are two senior inspectors—one called the Permanent Delegate who is in charge of French and Tamil schools, and the other called the Inspector of Schools who is in charge of schools coaching for the S.S.L.C. and Matriculation examinations and their feeder schools. There are in addition two more inspectors—one for physical education, and the other for canteens. With the expansion of universal and pre-primary education in the Third Plan, the inspectorate will be further strengthened by the appointment of a District Educational Officer and five Deputy Inspectors. A special officer of the status of District Education Officer will shortly be put in charge of the education of girls.

A comparative year-wise statement of expenditure on education in the State is given in Table 35.

TABLE 35: EXPENDITURE ON EDUCATION IN PONDICHERRY
(1954-55 TO 1960-61)

Year	Expenditure (Rs. in lakhs)			
1954-55	12.58
1957-58	23.28
1958-59	24.48
1959-60	28.00
1960-61	38.43

A sum of Rs. 58.95 lakhs has been provided for education in the budget estimates for 1961-62. Nearly the entire expenditure on education is met by the government. A provision of Rs. 167.5 lakhs has been made for development of education in the Third Plan.

IX. N.H.T.A. OR NAGALAND

General

Nagaland, the future sixteenth state of the Indian Union, covers an area of approximately 6,331 sq. miles and has a population of 3,69,000. This area has been passing through abnormal times for the last several years and consequently, the schemes launched in education during the First Five-Year Plan and the earlier part of the Second Plan did not make much impression. It was only at the end of 1957, when the new Administrative Unit was formed that a "Three-Year Plan" was drawn up and submitted to the Planning Commission. Thus, the Third Five-Year Plan for Nagaland has to make up for the short fall of the two Plans.

The Nagas are very keen on having education for their children. Usually, they construct primary school buildings themselves, make their own furniture, and even contribute the pay of teachers and then approach the government to take over the school. This example of people's cooperation and contribution has a magnificent lesson for a country which is faced with the gigantic problem of introducing universal compulsory primary education. The universal demand in Nagaland is that each of its 718 villages should have a primary school, that the primary schools in bigger villages should be upgraded to middle English schools, and that each tribe should have at least one high school of its own.

Brief Historical Review of Education up to 1957

Education in Nagaland goes back to the year 1882 when the present Clark Memorial High School at Impur was established. Till 1948, this school remained the oldest and the largest middle English school in Nagaland, and in 1949 it was further upgraded to the high school standard. One of the most beneficial results of the earlier educational activities was the preparation of textbooks in Roman script in the various tribal dialects, of which two main dialects, AO and Angami, have been recognized as vernaculars by the Gauhati University for the Matriculation Examination from 1963.

By December 1957, when the new Administrative Unit for the present Nagaland was formed, only the following educational institutions had survived the disturbed times:

TABLE 36: EDUCATIONAL STATISTICS OF N.E.F.A. (DECEMBER, 1957)

Category of schools			Classes taught	Total number of schools
1. Primary	..	..	A,B, I and II	302
2. Upper primary	..	..	A,B, I to IV	10
3. Middle English	..	..	A,B, I to VI	21
4. High English	..	..	A,B, I to X	3
TOTAL ..				336

The Three-Year Plan has been effective to a great extent and the statistics of schools and enrolment at the close of the Second Five-Year Plan are as given in Table 37.

TABLE 37: EDUCATIONAL STATISTICS OF N.E.F.A. (1960-61)

Category of schools			Classes	Total number of institutions	Total enrolment
1. Primary	..	..	A,B, I, II	428	17,991
2. Upper primary	..	..	A,B, I to IV	19	2,522
3. Middle English	..	..	A,B, I to VI	56	10,100
4. High English	..	..	A,B, I to X	7	4,072
5. Intermediate arts college (aided)	..	..	1st year Arts, 2nd year Arts	1	44
TOTAL ..				511	34,729

Existing Position

A few brief comments on the existing educational position will not be out of place. At the primary stage, there are no basic schools as such. But an attempt is being made to impart a basic bias to all schools by introducing agriculture, cane and bamboo craft, community life, recreational activities including local songs and dances, and compulsory social service. At the secondary stage also, an attempt is being made to introduce, wherever

possible, agriculture and carpentry as vocational activities. There is adequate provision for the teaching of science in all the high schools of Nagaland. There is a junior technical institute at Kohima where training in different occupations and trades is imparted. Some night schools are run in the block areas for propagation of adult education under the supervision of the block development officers. All the schools in Nagaland are co-educational. The enrolment of girls in educationally advanced AO and Angami areas is quite encouraging ; but in the other areas, the girls have not yet been enrolled in large numbers. There is a fair provision for award of scholarships at all stages of education. Hindi is a compulsory subject in all middle and high schools from class IV onwards.

Administration

Till the close of the Second Five-Year Plan, the administration of education was vested in the three district inspectors of schools with headquarters at Kohima, Mokokchung and Tuensang, and they were assisted in their work by sub-inspectors and assistant sub-inspectors of schools. There was no central authority to co-ordinate and supervise the work of the district inspectors of schools. An inspector of schools for Nagaland has since been appointed and he joined his duties towards the end of March 1961. The creation of a Directorate of Education for Nagaland is now under the consideration of the Government of India.

Third Five-Year Plan

The Third Five-Year Plan for Nagaland has provided Rs. 100 lakhs for education. The principal schemes included in the Plan are: (1) taking over of 177 private lower primary schools ; (2) upgrading of 58 government lower primary schools to upper primary schools ; (3) taking over 35 private middle schools ; (4) upgrading of 13 government middle schools to high schools ; (5) upgrading of existing 7 high schools to higher secondary schools ; (6) taking over of private colleges ; (7) opening of two training centres for primary teachers ; (8) institution of a large number of stipends and scholarships at all levels ; (9) deputation of secondary teachers for training outside the Territory ; and (10) printing and publication of books in all the tribal languages.

CHAPTER 4

Review of Education in India 1947-61

Educational conditions in the country on the eve of independence presented a picture with large gaps and inadequacies, both in quantity and in quality. Quantitatively the deficiencies which stood out conspicuously were the low enrolment in the age group 6-14, the inadequate attendance of girls, the unequal development of education among different classes of society and different parts of the country and the low percentage of literacy among adults. Educational facilities in rural areas, which account for more than 80 per cent of the population of the country, were totally inadequate. The system was largely based on the broad ideals of spreading western science and literature among a small minority of the population and of training persons for services under the government. It was excessively academic and book-centred and failed to promote social, cultural, economic or political development on proper lines. Technical and scientific education was far too under-developed. The dominance of external examinations was pronounced at every stage; and stagnation and wastage formed a distinct characteristic of every sector, particularly at the primary stage. Free India was, therefore, called upon to attempt simultaneously two major tasks of educational reconstruction: (1) to expand the existing system of education sufficiently to provide free and compulsory education for all children up to the age of 14 and to provide for the resulting necessary expansion at the secondary and university stages; and (2) to reduce some of the glaring evils of the educational system and make it a worthy instrument of social and economic reconstruction.

This momentous undertaking is now being attempted by the Government of India, the state governments and Union territory administrations, local bodies and a large number of voluntary organizations. The primary aim of this Year Book has been to give a brief and objective account of what has been or is being done to

achieve these two goals.¹ In this chapter, it is proposed to sum up the main results of this national endeavour and to indicate the significant trends and problems that have arisen in Indian education since 1947.

Controlling Agencies

Before 1947, the Government of India had very little to do with education. There were two categories of authorities which dealt with educational matters. The first category comprised the British Indian provinces (which numbered 11) and the centrally administered areas (which numbered 5). These accounted for about two-thirds of the whole of India, for which full data are available in the annual and quinquennial reports on education. The second category consisted of about 700 princely states which varied in size and population and which together accounted for about one-third of the entire country. Some of these, like Baroda, Cochin, Mysore or Travancore were well advanced in education and even ahead of the British Indian provinces, while most others were generally under-developed. Data about educational developments in most of them are not available.

(1) CENTRE-STATE RELATIONSHIP. A major administrative achievement of the post-independence period is the disappearance of the princely states. When the Constitution was adopted in 1950, the old British Indian provinces became Part A States and the princely states were mostly amalgamated into Part B and Part C States. Under the States Reorganization Act of 1956, the distinction between states in Parts A, B and C was done away with and the entire country was divided into 14 states² and six Union territories. This administrative reorganization has made it possible to develop education rapidly in all areas and to work out a programme of equalization of educational opportunity for the country as a whole. It has also made it possible to get full data about educational development in all parts of the country. Since 1949-50, educational statistics for the whole of India are being collected and published annually.

Another significant development of the post-independence

¹ For central activities in education, see Chapters 1 and 2; and for those in Union territories and centrally administered areas, see Chapter 3.

² This number has since increased to 16.

period is the evolution of a working partnership between the Centre and the states in educational reconstruction. The history of the last fourteen years shows that such a working partnership has gradually emerged. Prior to 1947, the Government of India had no direct programme of educational reconstruction. There was also little coordination between educational development in the British Indian provinces over which the Centre had hardly any authority in educational matters, and that in the princely states which were sovereign in internal matters like education. This unhappy situation is now a thing of the past. The Government of India has developed a large programme of educational expansion and improvement in almost every sector.

The Centre and the states now work together in the preparation of educational plans. The different programmes of educational development fall under two main categories: the 'central' schemes which are implemented by the Government of India and the 'state' schemes which are initiated and implemented by the states and financially assisted by the Government of India on an agreed basis. There is also a third category of 'centrally sponsored' schemes. These have an all-India applicability, are implemented through the state governments and assisted from funds provided in the central sector. The planning and implementation of educational programmes in India has thus become a joint endeavour of the central and state governments.³

(2) **ROLE OF LOCAL BODIES.** Prior to 1947, there were two distinct traditions in the role of local bodies in education. In the British Indian provinces, the general policy of the government was to transfer increasing powers to local bodies in order to meet the growing public demand for self-government. In 1882, the Indian Education Commission recommended that the administration of primary education should be transferred to local bodies. This recommendation was broadly accepted and local control in primary education soon became established in British India. As the local bodies became more democratic in character, larger powers were transferred to them and, between 1920 and 1926, they were given very large powers over the administration of primary education. The Hartog Committee, which examined this issue, reported

³ See Chapter 1, pp. 12-14.

in 1928 that the local bodies had not always used the authority given to them in the best interests of primary education. Between 1930 and 1947, therefore, some of the powers given to local bodies in the administration of primary education were withdrawn by one or two states and were restricted by some others. In spite of these small changes, the local bodies may be said to have been broadly in charge of primary education throughout British India in 1947.

The situation in the erstwhile princely states was, however, entirely different. There was no urge in these areas to transfer powers to local bodies on the ground of 'self-government'. Education was mostly a state function and the local bodies had very little to do with it.

In the post-independence period, therefore, both trends have been evident—the trend to give wider powers to local bodies in the administration of primary education, as well as the trend to make education a direct responsibility of the state.⁴ In 1948, the old Madhya Pradesh Government created a statutory local body, called the *Janapad*, in each *tehsil* and placed it in charge of a number of activities, including the establishment and maintenance of primary schools. Bihar, on the other hand, withdrew several powers given to the local bodies in the administration of primary education in 1954. In 1957, the Punjab made a revolutionary change and provincialized all the primary schools which were formerly run by the local bodies. In 1959, Rajasthan took a step exactly in the opposite direction and introduced democratic decentralization under which statutory local bodies, called the *Panchayat Samitis*, were created for blocks of about 100 villages and the entire control of primary schools was handed over to them. In the same year, Andhra Pradesh adopted the system of democratic decentralization and transferred primary education to the *Panchayat Samitis* and even secondary education to the *Zilla Parishads*. Madras has also decided to adopt the scheme of democratic decentralization and to transfer primary education to the control of *Panchayat Samitis*, but subject to certain restrictions, the most important of these being that inspection and supervision will remain with the State. Maharashtra had undertaken a still bolder experiment in demo-

⁴ See relevant portions in chapters concerning Madhya Pradesh, Bihar, Punjab, Rajasthan and Andhra Pradesh (Part II).

cratic decentralization under which statutory local bodies are proposed to be created at the district level and placed in charge of all developmental activities within the district, including primary and secondary education. Other states too are examining the issue. The general trend now is in favour of associating local bodies with the administration of education in general and of primary education in particular, although the exact form of this association may vary from state to state. It is too early to evaluate the results of this general trend or of the relative merits of the several different forms it is assuming in practice.

(3) **ROLE OF VOLUNTARY ORGANIZATIONS.** Voluntary effort has played an important role in the development of education in India. The government assumed a leading role in educational development in the post-independence period, particularly in sectors like primary education or technical education where the expenditure involved was ordinarily too large to be within the range of voluntary effort. But realizing the great contribution which voluntary organizations had made in the past to educational development in the country, and also their potential value for future programmes of educational reconstruction, efforts have been made in recent years to provide greater assistance and encouragement to voluntary organizations. In all the states, the rules of grant-in-aid have been revised and liberalized. Of special interest is the scheme of 'deficit grants' initiated in West Bengal under which the entire deficit of voluntary organizations in conducting primary and secondary schools is paid to them as grant-in-aid. It has also evolved a system of 'sponsored' voluntary institutions which get financial assistance on a hundred per cent basis for their approved educational activities. The Centre also initiated, in 1955, a scheme of assistance to voluntary organizations doing pioneer or significant work, to enable them to develop existing services or undertake new ones.⁵

Elementary Education

In the post-independence period, two main considerations have guided the policy in elementary education: (1) to expand educational facilities rapidly so as to provide universal education at the earliest possible opportunity; and (2) to raise the quality of education by

⁵ See Chapter 1.

improving the quality of teachers, syllabuses, teaching methods and textbooks and by providing land, buildings, equipment and welfare services like midday meals.⁶ The Government of India and the state governments have decided to adopt basic education as the national pattern of education at the primary stage and to convert all primary into basic schools as early as possible. This programme will be described in detail in the next section.

(1) UNIVERSAL PROVISION OF SCHOOLS. The first step in any programme of elementary education is to ensure a universal provision of schools. Much work has been done in this direction. An educational survey of the country was carried out in 1958 and 1959 in order to determine the number and location of all habitations and to ascertain the new schools that will have to be opened in order to provide a school within walking distance from the home of every child.⁷ During the last 14 years, a sustained intensive effort has been made to provide school-less villages with educational facilities. The number of primary schools increased from 1,72,661 in 1946-47 to 3,30,399 in 1960-61. This drive will be continued in the Third Plan which aims at providing a school within easy accessible distance from the home of every child. The number of middle schools increased from 12,843 in 1946-47 to 49,663 in 1960-61. During the Third Plan, it is expected to rise further to 57,700 and there will be a middle school within three to five miles of every habitation.

(2) ENROLMENT. The next step in the programme of elementary education is to provide for universal enrolment, *i.e.*, to enrol every child of school-going age. In this regard, the progress has necessarily been slower because enrolment depends, not only on the provision of schools, but also on social and economic factors. Table 38 shows the growth of enrolment at the primary stage during the post-independence period.

It will be seen that the total enrolment in classes I to V increased by about 50.4 lakhs between 1946-47 and 1950-51. It increased further by 60.2 lakhs in the First Plan, by 98.2 lakhs in the Second Plan and is expected to increase by 153 lakhs during the Third Plan. The total increase between 1946-47 and 1965-66 will be about 250 per cent over the enrolment in 1946-47. The increase

⁶ For details see Chapter 1, and relevant tables in Annexure VII.

⁷ See Annexure III for details.

TABLE 38: ENROLMENT IN ELEMENTARY EDUCATION

Year	Total enrolment in classes I-V (in lakhs)	Percentage of enrolment in classes I-V to total population in the age group 6-11	Total enrolment in classes VI-VIII (in lakhs)	Percentage of enrolment in classes VI-VIII to total population in the age group 11-14
<i>1946-47</i>				
Boys	106.3	53.1	17.2	15.4
Girls	34.8	17.4	3.2	2.9
TOTAL	141.1	35.0	20.4	9.0
<i>1950-51</i>				
Boys	137.7	59.8	25.9	20.7
Girls	53.8	24.6	5.3	4.5
TOTAL	191.5	42.6	31.2	12.7
<i>1955-56</i>				
Boys	175.3	70.3	34.2	25.5
Girls	76.4	32.4	8.7	6.9
TOTAL	251.7	52.9	42.9	16.5
<i>1960-61</i>				
Boys	235.9	82.6	50.8	33.2
Girls	114.0	41.4	16.3	11.3
TOTAL	349.9	62.4	67.1	22.5
<i>1965-66</i> (Plan target)				
Boys	301.2	90.4	70.0	39.9
Girls	195.2	61.6	27.5	16.5
TOTAL	496.4	76.4	97.5	28.6

N.B. The figures for 1946-47 include statistics from several areas which now form part of Pakistan and exclude those from the areas of the princely states now included in the Indian Union.

in the middle stage is smaller in absolute numbers but proportionately even greater. The enrolment at this stage increased by 10.8 lakhs between 1946-47 and 1950-51, by 11.7 lakhs in the First Plan and by 24.2 lakhs in the Second Plan. It is expected to rise by 34.6 lakhs in the Third Plan. The total increase in middle school enrolment between 1946-47 and 1965-66 will thus be about 378 per cent over the enrolment in 1946-47. The rate of increase in enrolment at the primary and middle stages during the post-independence period has thus been faster than that in any earlier period of Indian educational history.

Judged, however, by the target which India has set before itself, *viz.*, the provision of free and compulsory education for all

children in the age group 6-14 years, these figures show that the country has still a long way to go. For example, the total enrolment in classes I-V increased only from 35 per cent of the population in the age group 6-11 in 1946-47 to 62.4 per cent of the age group in 1960-61; and it is expected to increase only to 76.4 per cent of the age group by 1965-66. Similarly, the enrolment in classes VI-VIII increased only from nine per cent of the age group 11-14 in 1946-47 to 22.5 per cent of the age group in 1960-61 and is expected to increase only to 28.6 per cent of the age group by 1965-66. On this basis, it may be possible to reach almost universal enrolment in the age group 6-11 at the end of the Fifth Plan and at least two more Plans would be needed to provide universal enrolment in the age group 11-14.

(3) QUALITATIVE IMPROVEMENT. Much has been done to improve the quality of primary education. During the last 14 years steps have been taken to raise the minimum qualifications of primary teachers.⁸ In 1946-47, the average primary teacher had only completed the middle school course. Since 1947, however, state governments have been progressively raising their qualifications. Matriculates are now given preference in recruitment as primary teachers; and in some areas, all new recruitment is restricted solely to matriculates, exceptions being made only for women or candidates from the backward communities. In 1949-50, the total number of matriculate teachers working in primary schools was 45,534 or 8.8 per cent of the total number of teachers. In middle schools, the total number of matriculate teachers in the same year was 35,228 or 44.7 per cent. By 1960-61, the total number of matriculate teachers had increased to 2,69,215 (or 36.3 per cent) in primary schools and to 1,83,847 (or 53.3 per cent) in middle schools. With the expansion that is now taking place in secondary and collegiate education, it should soon be possible to prescribe the completion of secondary school as the minimum qualification for primary teachers and to recruit a fair number of graduates as teachers in middle schools.

The position in respect of the professional training of primary teachers has also improved considerably in the post-independence

⁸ For general education, professional training and remuneration of teachers, see Table No. 22 in Annexure VII.

period in spite of the unprecedented expansion that has taken place. In 1949-50 only 58 per cent of the primary teachers were trained (3,02,050 out of a total number of 5,17,898 teachers). In middle schools only 52.6 per cent of the teachers were trained (41,478 out of a total number of 78,865 teachers). Owing to the increasing emphasis placed by the Centre and the states on the training of teachers⁹ during the first two Plans, the percentage of trained teachers in primary and middle schools at the end of the Second Plan was estimated at 65. The present stress on teacher training will continue during the Third Plan. The percentage of trained teachers by 1965-66 is expected to increase to 75. This increase will occur despite the increase in the total number of teachers in primary and middle schools from 11.4 lakhs at the end of the Second Plan to 16.26 lakhs at the end of the Third.

There has been some improvement in the pay scales of teachers. In 1946-47, salaries of primary teachers were very low. In 1949-50, the average salary of a primary teacher was Rs. 479 and that of a middle school teacher Rs. 570 per year. By 1960-61, these had increased respectively to Rs. 873 and Rs. 1,058.

There has been considerable improvement in curricula, textbooks and teaching methods during the last 14 years. In almost all States, curricula have been revised and improved. Several states have now introduced integrated syllabuses which combine the essential features of the traditional syllabus with those of the basic syllabus. Most of the states now produce their own textbooks at the primary stage; a few do it at the middle school stage also. The quality of textbooks has generally improved. Their prices have risen to some extent; but the rise is small as compared to the overall rise in the cost of living. The influence of basic education has percolated to most schools; and although they may not all have been formally converted to the basic pattern, most schools now include a good deal of activity and emphasize extra-curricular programmes.

Another important programme that has grown up in recent years is that of midday meals for children in primary schools. At

⁹ As many as 276 new training institutions were set up and the total accommodation in training institutions was increased by 27,570 under a centrally sponsored scheme implemented in 1959-60 and 1960-61. See Chapter 1.

present, about 40,000 schools provide midday meals to about 24.61 lakhs of children. The largest number of these are in Madras (9.44 lakhs) and in Kerala (7.43 lakhs). These programmes receive assistance in the form of food commodities, from CARE. But most other states have also made a beginning. With the help of UNICEF, which gives milk powder free of charge, milk is distributed to about six lakhs of primary school children. In the Third Plan, the programme is proposed to be extended still further.

It is often said that the standards in primary education have fallen. It is difficult to support this view and there is no objective evidence to establish it. There are, on the other hand, several considerations which indicate that, other things being equal, standards in primary education should have risen rather than fallen. There has been, as stated already, substantial improvement in the general education and professional training of teachers; their pay scales have been improved; the syllabuses have been revised and better teaching methods have been adopted. Thanks to programmes of mobilizing community support for primary education and to the introduction of activities popularized by the basic system of education, the school is now closer to the community. Even stagnation and wastage, though substantial, are less than they were ten years ago. For a proper appraisal of the situation, it would be necessary to make a scientific study of the problem of standards.

(4) SOME PROBLEMS AND TRENDS. A point on which there is general dissatisfaction in the country is the delay in providing free and compulsory education for all children up to the age of 14 years. The demand for universal education is now almost a century old. The British Government refused to accept it as a practicable goal of educational policy on financial and administrative grounds. The Plan for Post-War Educational Development in India (1944) proposed a programme, spread over 40 years, for its realization. Public opinion in the country, however, could not accept so long a period and consequently the Kher Committee recommended that this goal should be reached in 16 years. The Constitution went a step ahead and directed that it should be reached in a period of ten years. Against this background of eagerness to provide universal

education as quickly as possible, it is disappointing to see that ten years have already passed since the commencement of the Constitution and that it may easily take another 15 to 20 years to reach the goal.

On the other hand, there is a strong feeling in certain quarters that the most important problem in primary education today is not expansion but consolidation and improvement. In this context, reference is generally made to the prevalence of large-scale wastage and stagnation. In an efficient system of education, children reading in class V in any given year must be almost equal to those who entered class I five years previously. In India, out of every 100 pupils that enter class I, only about 35 reach class V five years later. The position at the middle school stage is a little better—out of every 100 pupils who enter class VI, 60 reach class VIII three years later—although this, too, is far from satisfactory. This huge drop off, due either to premature withdrawal or to retardation, implies a large waste of public expenditure, to say nothing of the waste of time and energy of the children themselves. It is, therefore, argued that any large-scale expansion of primary education under these conditions is undesirable and that a programme of qualitative improvement which will result in a reduction of this waste should have a priority over that of mere expansion. While the need for consolidation is immediately conceded, it is doubtful if it would be practicable to adopt a policy of mere 'containment' when the urge for education is as widespread as at present.

The processes of expansion and improvement will probably have to be pursued simultaneously. Experience of the growth of primary education in other countries shows that the pressure for expansion is very intense till an enrolment of about 75 to 85 per cent of the children is reached, and that the emphasis shifts to qualitative improvement thereafter. In India, the emphasis so far has inevitably been on expansion. But if international experience is any guide, this emphasis should shift to consolidation and improvement from the Fourth Plan onwards.

Basic Education

Basic education¹⁰ aims at improving the traditional system by

¹⁰ For details see Chapter 1, and relevant chapters in Part II.

shifting the emphasis from book learning to the life of the child and his community. It correlates learning with the physical and social environment of a child and with some craft activity. Work in the school is so organized as to inculcate right habits of work, a spirit of cooperation, self-help, dignity of labour and other desirable traits so that, on growing up, a child can become a useful member of the society and contribute his best towards the progress and welfare of the community.

The scheme was placed before the country by Mahatma Gandhi in 1937. It was first taken up, on an experimental basis, in the provinces, where popular Ministries had come to power under the Government of India Act, 1935. The resignation of the Ministries soon after prevented its further expansion. However, when they came back to power in 1946, the experiment was again taken up in earnest. The usual approach now made was to select 'compact areas' for intensive experiment in basic education. During the First Plan, the Centre also offered assistance, on a matching basis, to state governments for the development of basic education. In 1956, the Centre established the National Institute of Basic Education¹¹ and had the progress of basic education in the country reviewed by the Assessment Committee on Basic Education.¹² The committee recommended that the compact area method should be abandoned as it had retarded, rather than helped, the development of basic education. It also suggested that the scheme of orientating all schools to the basic pattern, which aimed at introducing certain simple but significant activities of basic into non-basic schools, should be quickly implemented as a first step in the ultimate conversion of all schools to the basic pattern. Four regional seminars and a national seminar were held to initiate the officers of the state education departments in the programme. It is proposed to introduce the integrated syllabus in all primary schools and to convert all training institutions for primary teachers to the basic pattern.

The total provision included in the Third Five-Year Plan for schemes of basic education is about Rs. 25 crores. Table 39 gives the statistical information regarding the progress achieved so far, as well as the targets fixed for the Third Plan.

^{11, 12} See Chapter 1.

TABLE 39: PROGRESS OF BASIC EDUCATION

	1950-51	1955-56	1960-61	1965-66 (Targets)
1	2	3	4	5
Junior basic schools	33,379	42,971	65,949	1,53,000
Junior basic schools as percentage of the total number of primary (including junior basic) schools	15.9	15.4	20.0	36.9
Senior basic schools	388	4,842	14,269	16,700
Senior basic schools as percentage of middle (including senior basic) schools	2.9	22.3	28.7	28.9
Children in basic schools as percentage of the total number of children in classes I-VIII	13.1	17.2	23.3	Not known
Basic training schools	114	520	843	1,424
Basic training schools as percentage of the total number of training schools	15	56	74.1	100

The progress of basic education is hindered by a number of practical difficulties. There is the resistance from those who have been nurtured in a predominantly academic tradition. Difficulties also arise when a concept which is essentially dynamic in character is treated much too rigidly, and is sought to be enforced in disregard of existing needs. The recent direction of policy has been to strive for two practical ends. The government is trying to determine a 'minimum essential programme' of basic education and to extend it to all primary schools as quickly as possible as the *first* step in the conversion of all primary schools to the basic pattern. This minimum essential programme, as now decided, consists of (1) the orientation of all primary schools to the basic pattern as recommended by the Allahabad seminar; (2) the adoption of all activities of basic schools (other than those that need a craft) in all primary schools; and (3) the conversion of all training schools for primary teachers to the basic pattern. The second part of the programme,

as now implemented, is to give all encouragement to promising experiments in basic education.

Secondary Education

The expansion at the secondary stage has been even greater than that at the elementary.¹³ Table 40 shows the increase that has taken place in the number and enrolment of secondary schools during the first 14 years and also the further increase anticipated in the Third Plan.

TABLE 40: PROGRESS OF SECONDARY EDUCATION

	1949-50	1958-59	1960-61	1965-66 (Targets)
1. No. of secondary schools—				
Boys	5,685	12,231	14,736	18,000
Girls	997	2,103	2,521	3,800
TOTAL	6,682	14,334	17,257	22,600
2. Enrolment at the secondary stage—classes IX to XI/XII (in lakhs)—				
Boys	9.41	20.43	23.31	35.7
Girls	1.42	4.35	5.41	9.7
TOTAL	10.83	27.78	28.72	45.4
3. Percentage of enrolment at the secondary stage to the total population in the age group 14-17—				
Boys	8.5	15.1	16.6	23.7
Girls	1.3	3.2	4.1	6.9
TOTAL	5.0	9.2	10.5	15.6

The total number of secondary schools has increased from 6,682 in 1949-50 to 17,257 in 1960-61. It is expected to rise further to 21,800 by 1965-66. One good feature of this expansion is that a large increase has taken place in the secondary schools in rural areas or for girls. The former have risen from 2,764 in 1949-50 to 8,965

¹³ For details see Chapter 1, and Table Nos. 27, 28 and 29 in Annexure VII.

in 1960-61 and may increase to 10,500 by 1965-66; the latter have increased from 997 in 1949-50 to 2,521 in 1960-61 and may increase to 3,800 by 1965-66. The increase in enrolment is equally great. The total enrolment at the secondary stage has increased from 10.87 lakhs (or 5 per cent of the population in the age group 14-17) in 1949-50 to 24.78 lakhs (or 9.2 per cent) in 1958-59 and to 28.7 lakhs (or 10.5 per cent) in 1960-61. It is expected to rise still further to 45.6 lakhs (15.6 per cent) by 1965-66.

Opinion is divided regarding the desirability of this very rapid increase in the number and enrolment of secondary schools. According to one view, expansion of secondary education in India is still far below the level reached in advanced countries. In some of these, secondary education is already universal and in others, as many as 60 to 70 per cent of the children in the age group 14-17 are enrolled in full-time or part-time instruction. It is, therefore, argued that much further expansion is still needed at the secondary stage in India.

The other view is that, at the present stage of its economic development, it would be wrong for India to adopt standards of countries like the U.S.A. or U.S.S.R. which have made secondary education almost universal. A more realistic target would be to provide secondary education for about 30 per cent of the children who complete the primary course—a target which is generally adopted by developing countries. It is estimated that, at present, about 60 per cent of the students who complete the middle school proceed to secondary education—a situation which cannot but lead to difficulties of employment in the present stage of economic development. It is, therefore, argued that a selective basis of admissions should be adopted at the secondary stage.

The general trend of development in India is towards broadening secondary education. The possibility of adopting selective admissions to secondary schools is rather remote. Expansion of secondary education is likely to be even more rapid in the future, owing especially to the trend to provide free education up to the matriculation stage.

(1) REORGANIZATION. The secondary schools in India began with the sole object of teaching the English language, developed a purely academic curriculum and prepared students for the univer-

and consolidation examination which dominated their entire schooling. These defects were noticed as early as in 1882 and attempts began to be made to reduce the domination of the matriculation examination and to provide diversified courses. These did not, however, succeed, and by 1947, secondary education in India had become a single track system which tried to fit a boy for a college and almost unfit him for everything else. The great need of the hour, it was realised, was to reorganize secondary education, to diversify its content and to make it really terminal so that a large majority of its students would be prepared for and diverted to different walks of life. As early as 1949, the University Education Commission expressed its conviction that a reorganization of secondary education was a condition precedent to the proper development of higher education. The Government of India, therefore, appointed the Secondary Education Commission under the chairmanship of Dr. A. Lakshminarasimhan Mudaliar in 1952. The report of this Commission is the fundamental document on the basis of which secondary education is being reorganized at present.

(2) HIGHER SECONDARY SCHOOLS. The most significant recommendation of the Commission was that the total period of school education (which would precede a three-year degree course) should be eleven years—eight years of primary and three years of higher secondary. The Commission, therefore, recommended that one year should be added to the ten-year secondary schools to convert them into higher secondary schools. This recommendation was accepted by the Government of India and most state governments. In the First Plan, 77 secondary schools were converted into higher secondary. During the Second Plan, the number was raised to 3,121. A far bigger effort is proposed to be made in the Third Plan and about 50 per cent of the schools are proposed to be raised to the higher secondary status by 1965-66.

(3) MULTIPURPOSE SCHOOLS. Another important recommendation of the Commission was the establishment of multipurpose schools to diversify secondary education and to prepare children for different walks of life. During the First Plan, 374 multipurpose schools were established and their number increased to 2,115 at the end of the Second Plan. In the Third Plan, emphasis will be laid on consolidation and improvement (of multipurpose schools) rather

than on expansion. Four regional colleges of education will be established for the training of teachers for these schools.

(4) EDUCATIONAL AND VOCATIONAL GUIDANCE. The adoption of a diversified secondary curriculum underlines the need to provide educational and vocational guidance. Some of the state governments have, therefore, established bureaus of educational and vocational guidance at the state level to train guidance personnel. In 1947, there was not even one state bureau of educational and vocational guidance. To-day, such bureaus exist in all states except in Jammu and Kashmir, Madras and Punjab. The Government of India established a Central Bureau of Educational and Vocational Guidance in 1954.¹⁴ Much literature on the subject has been produced by the central and state bureaus and also by the employment exchanges. The movement has made a promising beginning and will be expanded further in the Third Plan.

(5) SECONDARY SCHOOL LEAVING EXAMINATION. Another major evil in secondary education has been the dominance of the written external examination at the end of the secondary course. Historically, this examination was first held by universities who conducted it, not as a test of completing the secondary school, but as an admission test for higher education. The disadvantages of this position are obvious and although the problem had been discussed since 1882, it was only in the early years of this century that separate Boards began to be established to conduct the secondary school leaving examination in place of the former matriculation examination conducted by the universities. The Calcutta University Commission recommended that the intermediate examination also should be transferred to such Boards. In 1947, there were six Boards of Secondary and/or Intermediate Examination—Madras (1911), Mysore (1913), Vidarbha (1922), Uttar Pradesh (1922), Delhi (1926), and Ajmer (1929). Since 1947, nine more Boards have been established: Kerala (1949), West Bengal (1951), Bihar (1952), Orissa (1956), Andhra Pradesh (1957), Rajasthan (1957), Madhya Pradesh (1959), Gujarat (1960), and Maharashtra (1960).¹⁵ It is only in three states—Assam, Jammu and Kashmir and Punjab—that such

¹⁴ See Chapter 1.

¹⁵ The Ajmer Board has now been constituted as a Central Board and the functions of the Delhi Board have been taken over by the new Board.

Boards have not been set up as yet. In these the matriculation examination is still held by the universities concerned.

The establishment of independent Boards to conduct the secondary school leaving examination is an advance in itself. What is more important is that some of them have already started taking action to reform the examination by introducing objective tests and allocating a certain percentage of marks to sessional work. Some of them have set up research units to study examination problems.

(6) DIRECTORATE OF EXTENSION PROGRAMMES FOR SECONDARY EDUCATION. One of the most important measures adopted by the Government of India to improve secondary education was the establishment of the All-India Council for Secondary Education in 1955. In 1959, this was made an advisory body and the Directorate of Extension Programmes for Secondary Education was created as an executive agency to implement the Council's programmes. The Directorate now conducts a number of programmes of qualitative improvement including (1) in-service training of secondary teachers, (2) setting up of extension services departments which have been established in 54 training colleges, (3) opening of science clubs, and (4) encouragement to research and experimentation.¹⁶ The Directorate has also set up an examination unit to study the problems of examination reform.

(7) TEACHING OF ENGLISH AND SCIENCE. Special measures have been adopted to improve the teaching of science and English—two very important subjects in the secondary curriculum. For research and training of teachers in improved methods of teaching English, two institutes have been established—the Central Institute of English, Hyderabad, and the English Language Teaching Institute, Allahabad. The teaching of science is being improved by the states through such measures as the provision of courses in general and elective science, emergency or in-service training of science teachers, and improvement of laboratory and other facilities. It is proposed to expand this programme in the Third Plan so as to provide facilities for the teaching of general science as a compulsory subject in all secondary schools and for teaching of elective science in about 45 per cent of the institutions. A number of sub-

¹⁶ See Chapter 1.

sidary programmes necessary for the success of this major scheme will also be undertaken.

(8) **TEACHERS.** There has been considerable improvement in the training of secondary teachers. The number of training colleges has increased from 48 in 1949-50 to 475 in 1960-61 and their enrolment from 3,781 to 46,601. The percentage of trained teachers has increased from 53.6 in 1949-50 to about 65 in 1960-61 and is likely to increase further to 75 by 1965-66. The quality of training has been raised through such measures as revision of syllabuses, orientation of teacher-educators and above all, through the establishment of extension services departments. The proportion of graduate teachers has increased from 41.6 per cent in 1949-50 to 47.9 per cent in 1958-59. The pay scales of teachers have also been improved, the average salary of a secondary teacher rising from Rs. 1,162 in 1949-50 to Rs. 1,555 in 1958-59.

Consolidation apart, the main feature of the development of secondary education in the post-independence period is unprecedented expansion. This has created and continues to create its own problems and is making reforms more and more difficult. It is for this reason that, besides providing for the necessary expansion, the Third Plan includes the following programmes: (1) the establishment of higher secondary and multipurpose schools, (2) the provision of educational and vocational guidance, (3) vitalization of training colleges and organization of large-scale in-service training programmes for teachers, (4) improved teaching methods, (5) raising the qualifications and salaries of teachers, (6) examination reform, and (7) more liberal provision of buildings (especially hostels) and equipment (especially for libraries and laboratories).

Higher Education

There has been a phenomenal expansion in higher education in the post-independence period.¹⁷

(1) **ESTABLISHMENT OF NEW UNIVERSITIES.** In 1947, the total number of universities was 19. Today, the number is 46. Of the new universities, Visva-Bharati University at Santiniketan, West Bengal, was established by the Government of India in 1951. This

¹⁷ See section on University Education in Chapter 1, and on Scientific Research and Technical Education in Chapter 2; also relevant Tables in Annexure VII.

places on a permanent basis the great work started by poet Rabindranath Tagore. Andhra Pradesh established the Sri Venkateswara University in 1954 in the renowned pilgrim centre, Tirupathi. Assam, which had no university in 1947, established the Gauhati University in 1948. Bihar had only one university in 1947. It adopted the principle of establishing a separate university for each division and has since established three new universities: Bihar University in 1952, and the Bhagalpur and Ranchi Universities in 1960. In addition, it has recently established a Sanskrit university at Darbhanga. In Gujarat, there was no university in 1947. Now there are three: the Maharaja Sayajirao University at Baroda (1949), the Gujarat University (1949); and the Vallabh Vidyapeeth (1955). Jammu and Kashmir established its own university in 1948. Madhya Pradesh had only one university in 1947. It has since established three more: the Indira Kala Sangeet Visva Vidyalaya, Khairagarh (1956); Jabalpur University (1957); and Vikram University (1957). In Maharashtra, there were two universities in 1947. Since then, two more have been established: Poona (1949) and Marathwada (1958). The State has also given statutory recognition to the S.N.D.T. Women's University which had been functioning as an unrecognized institution since 1916. Mysore had one university in 1947 and it established one more, the Karnatak University in 1949. As the old University of the Punjab was included in Pakistan, Punjab had to establish a new university of its own in 1947. Another university was established in Kurukshetra in 1956. U. P. had five universities in 1947 and has since established four more: Roorkee (1949), Gorakhpur (1957), Varanaseya Sanskrit Mahavidyalaya (1958), and U. P. Agricultural University (1960). West Bengal had one university in 1947. It has established three more: Jadavpur (1955), Burdwan (1960) and Kalyani (1960). Besides, there are two institutions of national importance, *viz.*, All-India Institute of Medical Sciences, New Delhi, and Indian Institute of Technology, Kharagpur, both of which were established after 1947.¹⁸

This increase in the number of universities has been essential in view of the large expansion that has taken place in higher education in recent years.

¹⁸ See Annexure I for details.

TABLE 41: TOTAL ENROLMENT IN INSTITUTIONS OF HIGHER EDUCATION

Year		Enrolment in arts and science colleges (in- cluding inter- mediate colleges)	Enrolment in colleges of professional and technical education	Enrolment in colleges of special education	Total enrolment
(Figures in lakhs)					
1		2	3	4	5
<i>1946-47</i>					
Men ...	..	1.92	0.41	..	2.33
Women ..	..	0.20	0.03	..	0.23
TOTAL ..	..	2.12	0.44	..	2.56
<i>1949-50</i>					
Men ..	..	2.63	0.75	0.04	3.42
Women ..	..	0.36	0.04	0.01	0.41
TOTAL ..	..	2.99	0.79	0.05	3.83
<i>1958-59</i>					
Men ..	..	6.09	1.86	0.15	8.10
Women ..	..	1.25	0.16	0.06	1.47
TOTAL ..	..	7.34	2.02	0.21	9.57
<i>1960-61</i>					
Men ..	..	6.58	2.39	0.15	9.12
Women ..	..	1.50	0.26	0.10	1.86
TOTAL ..	..	8.08	2.65	0.25	10.98
<i>1965-66 (Targets)</i>					
Men ..	..	9.70	3.70	0.30	13.70
Women ..	..	2.50	0.50	0.10	3.10
TOTAL ..	..	12.20	4.20	0.40	16.80

N.B.—The actual statistics of enrolment in 1960-61 show 8.8 lakhs in colleges of general education, 2.65 lakhs in colleges of professional and technical education and 25,297 in colleges of special education.

(2) INSTITUTIONS OF HIGHER EDUCATION. In 1946-47, there were 297 arts and science colleges, 199 intermediate colleges, and 140 colleges of professional and technical education in the country. The great expansion that has taken place during the last 14 years can be seen from the fact that in 1961, there were 462 university departments, 232 constituent colleges, 1,328 affiliated colleges and 83 recognized post-graduate research institutions. Besides, there were 15 Boards of Secondary and/or Intermediate Education (as against six in 1946-47) which affiliated 988 intermediate colleges. There were also 581 institutions of higher education which were not affiliated to any university.

(3) ENROLMENT. Increase of enrolment in institutions of higher education has also been unprecedented. Table 41 gives the necessary data.

It will be seen that the expansion in higher education has been even greater than that at the secondary stage. Some aspects of this expansion, *e.g.*, the increasing enrolment of girls, are welcome.¹⁹ So also is the growth in professional and technical education which was sadly neglected before 1947. The rapid expansion in colleges of general education (inclusive of commerce colleges whose problem is more or less similar) is, however, a different matter. The following figures show the expansion of institutions and their enrolment.

Reasons for this phenomenal expansion are: (1) the great expansion that is now taking place at the secondary stage; (2) the

TABLE 42: EXPANSION OF HIGHER EDUCATION

		No. of arts, science and commerce colleges	Enrolment (in lakhs)
1949-50	..	488	3.31
1958-59	..	913	8.00
1960-61	..	1,081	8.86
1965-66 (Targets)	..	1,400	13.00

¹⁹ Another feature is that the total enrolment in science classes has increased from 1,40,000 in 1950-51 to 3,23,000 in 1960-61. Because of the large increase in enrolment in arts courses, however, the proportion of science students has fallen from 38.1 per cent in 1949-50 to 35.8 per cent in 1960-61.

absence of diversification in secondary schools ; (3) non-availability of adequate employment opportunities for those who complete the secondary school ; (4) tradition and social bias in favour of university education ; and (5) the general pressure for facilities at the university stage based on the assumption that higher education must be available to all those who seek it. Whatever the reasons, there is no gainsaying the fact that the admission of unsuitable students to universities creates difficult problems such as (1) over-crowding in colleges and universities ; (2) establishment of a large number of new and comparatively inefficient institutions ; (3) lowering of standards of instruction, examination, qualifications of teachers, buildings, and equipment ; (4) student unrest and indiscipline ; (5) increase in wastage and stagnation ; and (6) increasing unemployment amongst graduates and under-graduates.

The need to adopt some sort of selective basis for admissions has, therefore, become very urgent and it would not be in the interest, either of university education or of the country as a whole, to allow the present 'open door' policy to continue for any length of time. This has been well emphasized by the University Grants Commission which observes:

Yet another aspect of this question is related to standards of university education and our conception of what we should aim at in providing for university education for a selected body of youth in the country. Our good students are as good as any students in any part of the world. But we have even at the present time in our universities far too many unfit students who have come in merely because they did not know what else to do and because sufficiently strict standards were not applied in admitting them to the university. The failure rate at the first degree examination in India is deplorably high. Nearly half of all the students who enter the universities, including the pre university class, are not able to complete their first-degree course successfully during the normal span of time provided for that course, and this is all the more disquieting when we remember that on an average half the number of boys and girls who complete their secondary education fail in the school leaving or equivalent examination. It is certainly possible that this failure rate in higher education could be reduced by more careful tuition of students and by improving the facilities provided. But it is too facile a criticism to say that if students fail it is the fault of the teachers. If the available resources were applied more scientifically to the need of training young people at the higher levels of education, we could obtain much better results. But in order to train young people to high intellectual standards at the university stage they should come to the university with the right kind of preparation and with the right intellectual equipment and what is more important, the right motivation. There is enough evidence to show that a great many of the students who actually enter

our universities and many who seek to enter them do not in fact have the necessary intellectual and emotional preparation for university education. When, therefore, we speak of selective admission to the universities we are not thinking merely of the physical problem of numbers but also of the far more important consideration of standards in the universities. In a country like ours, there should be no needless waste of effort due to the wrong kind of young people in too large numbers entering the portals of the universities - young people for whom some other form of training would be far less frustrating and more fruitful. . . . In the absence of adequate facilities to absorb young men in different professions and vocations on the completion of secondary education, a very large proportion of the students who pass the School Final or Higher Secondary Examination tend to seek admission to colleges and universities. Many of them being ill-equipped for higher education, the wastage of time, energy and money involved is appalling. This is a problem of national importance and speedy efforts must be made to save it.²⁰

(1) QUALITATIVE IMPROVEMENT. The problem of university education was comprehensively reviewed by the University Education Commission appointed under the chairmanship of Dr. S. Radhakrishnan (1948-49). The report of the Commission is a document of great significance and has been the basis of all important reorganization of university education attempted in the post-independence period.

One of its major recommendations was that a University Grants Committee or Commission should be established in India on the lines of the University Grants Committee in England. This recommendation was accepted and a University Grants Commission was set up towards the end of 1953 under executive orders and was given a statutory form in 1956. During the first five years of its existence, the Commission has made valuable contribution to the development of university education in India.²¹ It has assisted universities and colleges to provide improved facilities in teaching and research, to improve the salaries of teachers, to construct buildings, hostels, libraries, laboratories and staff quarters, to publish the findings of research and generally to improve the standards of teaching. It has made special studies of some important problems which now face the universities such as national emotional integration, student indiscipline, examination reform, teaching of English and advised universities in the matter. The Commission has also

²⁰ *Report of the University Grants Commission, 1959-60*, pp. 4-6.

²¹ For details see Chapter 1.

assisted in the introduction of a three-year degree course. This reform has already been adopted by a very large number of universities. When fully implemented, it would go a long way towards improving the quality of university education.

Another important development in university education in the post-independence period is the large increase in facilities for research and post-graduate study. In 1949-50, the total number of students reading at the post-graduate level was 13,689 and that of students engaged in research 922. By 1960-61, these increased to 45,199 and 4,366 respectively. It must also be pointed out that facilities for post-graduate study and research are now available in a very large number of scientific, industrial and technological subjects in which hardly any facilities existed before 1947. The Council of Scientific and Industrial Research now controls 26 national laboratories or regional training centres most of which have been established after 1947. They conduct research in subjects like physics, chemistry, drugs, roads, fuel, leather, glass and ceramics, aeronautics, electronic engineering, etc.²² Prior to 1947, facilities for post-graduate study and research in engineering hardly existed in the country and consequently students had to go abroad for advanced training. Today, the four higher technological institutions at Kharagpur, Bombay, Madras and Kanpur provide ample facilities for advanced work. When fully developed they will provide post-graduate and research facilities for 2,000 students. The Indian Institute of Science, Bangalore, has been greatly expanded since 1947. It is now deemed to be a university under Section 3 of the University Grants Commission Act, 1956, and provides facilities for post-graduate study and research for over 400 students. Similar facilities, though on a much smaller scale, are being provided by engineering colleges also. The fields of study cover a very wide range and include subjects such as power engineering, dam construction and irrigation, production engineering, advanced electronics, aeronautical engineering, etc.²³ The facilities available for post-graduate studies and research in Indian universities, both in the humanities and in the sciences, have also expanded very considerably. A large number of scholarships are awarded for post-

²² See Chapter 2.

²³ See Chapter 2.

graduate study and research in India and abroad, both in scientific and technical subjects and in the humanities.²⁴

Educational research had made hardly any progress prior to 1947. The Government of India has set up a number of institutions for research. These include the Central Institute of Education, the Central Bureau of Textbook Research, the Central Bureau of Educational and Vocational Guidance, the National Institute of Basic Education, the National Fundamental Education Centre, and the National Institute of Audio-Visual Education. These, with the Directorate of Extension Programmes for Secondary Education, have recently been combined to form a National Institute of Education which has been placed under an autonomous body called the National Council of Educational Research and Training. The Ministry of Education has also operated since 1953-54, a scheme of grants-in-aid for research in educational problems.²⁵ Some educational research is done also in training colleges and university departments of education. However, educational research in this country is still in its infancy. It is proposed to support educational research more liberally in the Third Plan.

Considerable improvement has been made in the salaries of university teachers. University teachers now have far better opportunities for improving their qualifications than at any time in the past, thanks to schemes of scholarships and exchange of personnel offered by advanced countries. The buildings and equipment of universities and colleges have improved considerably, due partly to the liberal grants-in-aid given by the University Grants Commission and partly to generous donations from the public.

One of the most important needs of higher education is the provision of scholarships which will bring talented students to the universities and give them the opportunity for higher education. In 1947, provision for such scholarships was extremely meagre. Now the situation is much better. The scheme of post-matriculation merit scholarships instituted in 1956-57 provides for 200 awards a year to be made strictly on merit. The scheme of national scholarships included in the Third Plan provides for 200 awards a year, also to be made on merit. These will be given at the secondary school

²⁴ See Chapters 1 and 2 for details.

²⁵ See Chapter 1.

leaving and post-graduate stages. Besides, the states and universities have instituted their own scholarships to realize the ideal of 'equality of educational opportunity'.

A significant experiment undertaken in higher education is that of Rural Institutes which have been established to develop higher education for rural areas. Eleven institutions have been established so far and they provide three-year courses in rural services and rural engineering, a two-year course in agriculture and a one-year course for sanitary inspectors.²⁶ Extension work in rural areas and research in rural problems are two other important functions of the institutes.

A problem, which has assumed prominence in recent years, is that of the medium of instruction. In 1835, English was adopted as the medium of instruction at all stages of education. By 1882, the situation had changed and English had ceased to be the medium at the primary stage, although it continued to be the medium at the high school stage. Between 1921 and 1947, the use of English as the medium of instruction at the high school stage was also abandoned gradually. At first, modern Indian languages were adopted as alternative media of examination; then they were used as media of instruction in a few easier subjects; and finally their use as media of instruction was extended to all subjects, inclusive of science and mathematics. In the post-independence period, therefore, the problem of the medium of instruction had to be tackled at the university stage only. There is a growing desire to see that the regional languages are adopted as media of instruction in place of English. The demand has educational justification and its strength will increase as English is gradually replaced by Hindi and other Indian languages as the media of official business in the country. While the replacement of English by Hindi and the other Indian languages eventually can be taken for granted, it is necessary that the change should be brought about gradually and without jeopardizing educational standards. Some of the steps that will be necessary are: (1) preparation of scientific terminology, textbooks and other aids in the Indian languages; (2) emphasizing the study of English as a subject so that students can freely draw upon books in English as source material; (3) adopting suitable measures for exchange of

²⁶ See Chapter 1.

university students and teachers ; and (4) safeguarding the sense of national unity among university students. This is a field to which the most intensive and careful efforts of the authorities concerned and teachers will have to be devoted in the immediate future.

(5) MAINTENANCE OF STANDARDS. The problem of falling standards in higher education has engaged the attention of the government and the public for some years past. There can be no doubt that the maintenance of the highest standards possible in university education is of fundamental importance, not only to the raising of standards at other levels of education, but to the raising of standards in all walks of life. Any decline in standards in higher education would, therefore, be a matter of the gravest concern to the government and the people.

There is a general feeling that there has been a sharp fall in the standards, which has not yet been arrested. No objective evidence is available and the statement is based largely on opinions of teachers and others concerned with higher education. If the position in university education today is compared with that about 25 or 30 years ago, it would at once become evident that there has been a considerable increase in the number of good and high-level institutions, in the band of competent and devoted teachers, and in the number of first-class students. The quality and quantity of research, post-graduate teaching and experimental work show a significant advance. In professional and technical colleges also, the standards have not only been maintained but raised. This is particularly true in colleges of medicine, agriculture, engineering and technology. These factors by themselves should make for higher standards. Unfortunately, side by side with this progress, there is the disquieting spectacle of a fairly large number of new and comparatively weak institutions, admissions of a large number of inadequately prepared students, increasing overcrowding in colleges and of the rising tide of student indiscipline. It is with reference to these aspects of the problem that the question of standards has to be examined.

The root cause of all these problems, according to the University Grants Commission, is the lack of proportion between the rate at which facilities in general collegiate education are expanding, and that at which enrolment is increasing. The former is necessarily

small and slow because the funds available are limited : while the latter is large and rapid. The only remedy seems to be for each institution of higher education to raise the standard of its teachers, buildings and equipment, and in the light of the facilities actually available, to fix a limit to the maximum number of students to be admitted. In order that such a policy can be implemented, public opinion should be educated to accept the view that university education is meant only for those who have the necessary aptitude, ability and attainment and that the higher education of the misfit is a disservice, both to the individual and to the society.

The problem of student indiscipline also needs mention here. This has almost assumed an 'epidemic' form and, during the last few years, 'serious disturbances have taken place in different universities. While students start agitation for different and usually frivolous reasons, events take more or less the same pattern. Students have demanded reduction in fees, free entry to cultural shows or tournaments, admission of undeserving students to universities, the dismissal of some teachers, banning the publication of a report or book, the cancellation of action taken by invigilators for adoption of unfair means in examinations, etc. When the university authorities refuse to accept their demands, they start strikes and hunger strikes, stage processions and meetings and indulge in defiance of law and physical violence which have ultimately led in some cases to police intervention and closure of the universities. This is a sad story and it continues to repeat itself.'²⁷ The causes of this evil are complex: (1) maladjustment and instability which are inevitable accompaniments of a period of rapid change when traditional values and institutions are disintegrating without new bonds and loyalties taking their place; (2) the absence of an effort to evolve moral and religious values; (3) uncertainty about the future and dread of unemployment; (4) failure of parents to control their children or of teachers to win the respect, affection and confidence of their students; (5) faulty, weak or vacillating administration; (6) indiscipline in the society at large; (7) overcrowding, inordinate and uncontrolled expansion, and falling standards; and (8) opportunist politics which tries to exploit students. The causes which lie within the university system will gradually disappear as

²⁷ K. L. Shrimali, *Problems of Educational Reconstruction in India*. pp. 95-96.

TABLE 43: GROWTH OF PROFESSIONAL COLLEGES AND SCHOOLS 1949-50 TO 1960-61

Type of college or school	1949-50										1960-61									
	Institutions					Enrolment					Institutions					Enrolment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		College standard	School standard	College standard	School standard	College standard	School standard	College standard	School standard		College standard	School standard	College standard	School standard	College standard	School standard	College standard	School standard	College standard	School standard
Group A																				
1. Agriculture	15	39	4,538	1,882	36	102	15,848	7,786											
2. Arts and crafts	137	..	9,887	..	..	..	..							
3. Commerce	21	412	32,108	27,682	42	1,189	78,312	1,12,824											
4. Engineering	23	19	10,906	3,870	69	283	43,161	89,302											
5. Forestry	4	2	389	53	3	4	683	170											
6. Industrial and technical	486	..	34,326	..	1,198	..	75,694											
7. Law	20	..	10,633	..	38	..	27,141	..											
8. Medicine	35	39	12,835	3,790	133	158	40,402	10,702											
9. Physical education	5	20	192	1,795	20	41	904	3,444											
10. Teacher training	48	720	4,761	67,046	478	1,138	46,990	1,22,682											
11. Technology	5	..	1,253	..	12	..	4,675	..											
12. Veterinary science	10	..	1,486	..	18	12	5,345	1,296											
13. Others	3	20	1,040	4,127											
Total	186	1,474	79,101	1,50,331	852	4,145	2,05,111	4,20,647											

*Included in Industrial and Technical.

TABLE 43—Contd.

Type of college or school	1949-50						1960-61		
	Institutions			Enrolment			Institutions		
	College standard	School standard	3	College standard	School standard	5	College standard	School standard	Enrolment
1	2	3	4	5	6	7	8	9	
<i>Group B</i>									
14. Fine arts	9	69	776	5,436	54	238	6,318 17,972
15. Oriental studies	54	3,465	3,861	1,04,568	111	3,486	9,386 1,48,734
16. Social work	2	12	117	761	8	48	970 3,989
17. Others	1	708	272	33,311	35	497	5,181 26,637
TOTAL	66	4,254	5,026	1,44,076	208	4,269	21,855 1,97,332
GRAND TOTAL	252	6,128	84,127	2,94,407	1,060	8,414	2,86,393 6,22,379

standards rise. But the deeprooted social, economic and political factors are more difficult to deal with. The ultimate cure of the evil, therefore, has to be planned on a long term basis. In the meanwhile, it is essential to deal tactfully but firmly with the situations as they arise.²⁸

TABLE 44: EDUCATION OF GIRLS 1949-50 TO 1960-61

Type of institution or stage	1949-50		1960-61	
	No. of girls enrolled	No. of girls enrolled to every 100 boys	No. of girls enrolled	No. of girls enrolled to every 100 boys
General education (university standard)				
Research	85	10	768	20
M.A. and M.Sc. ..	1,656	14	9,227	25
B.A. and B.Sc. (Pass and Hons.)	10,759	14	63,379	27
Intermediate (arts and science).	23,540	13	76,517	20
Professional education (university standard)	4,055	5	26,124	11
Special education (university standard)	771	18	7,355	51
General education (school standard)				
High and higher secondary	7,08,007	19	6,86,395	25
Middle .. ..	..	..	19,41,178	35
Primary	50,34,740	40	1,09,44,051	48
Pre-primary	12,306	91	82,122	85
Vocational education (school standard)	35,760	28	85,549	25
Special education (school standard)	1,79,641	16	3,36,840	25
TOTAL	60,11,320	33	1,42,59,505	42

²⁸ Cases of indiscipline have also taken place at the secondary stage. But their extent is very small, and what has been said here of these problems applies, *mutatis mutandis*, to the secondary stage as well.

Professional and Technical Education

Prior to 1947, professional and technical education in India was not developed because the very concept of industrialization was absent. One of the most satisfactory and outstanding achievements of the post-independence period is the large-scale expansion and development brought about in the field of professional and technical education. How large and significant this expansion is can be seen from Table 43. Expansion in agriculture, medicine, engineering and technology and teacher education has been outstanding.

Education of Girls

In the post-independence period, the education of girls has progressed more rapidly than at any time in the past. Table 44 shows the progress achieved between 1949-50 and 1960-61.

The enrolment of girls doubled between 1949-50 and 1960-61. Rapid as this progress was, there was a feeling in the country that the gap between the education of boys and girls was not being bridged rapidly enough. The Government of India, therefore, appointed, in 1958, a committee under the chairmanship of Smt. Durgabai Deshmukh, to review the expansion of girls' education in the post-independence period²⁹ and to recommend, *inter alia*, the measures that would be necessary to close the existing gap between the education of boys and girls at the primary and secondary stages. This committee made a series of important recommendations, the most important of which were: (1) The education of girls should be treated as a special problem for some years to come and funds should be provided for developing special programmes to bring about a more rapid expansion in the education of girls at the primary and secondary stages. (2) National and state councils for the education of girls and women should be established to advise the Government of India and state governments on the development of the education of girls. (3) A special machinery should be created at the Centre and in the states to develop programmes of girls' education. Action on these recommendations has already been taken. In 1957-58, the Ministry of Education introduced a centrally sponsored scheme under which assistance was given to

²⁹ For details see Chapter 1 and relevant tables in Annexure VII.

state governments to implement some special programmes for the development of the education of girls at the primary and secondary stages. A National Council for Education of Women has been established at the Centre and a special unit to deal with the problems of girls' education has been created in the Ministry of Education. Most of the state governments have established state councils for the education of girls, and they have also appointed special officers at the state level to look after educational programmes for girls. In the Third Plan, it is proposed to expand girls' education further and it is hoped that the gap between the education of boys and girls will have been materially reduced by 1965-66.

Free Studentships and Scholarships

Article 45 of the Constitution directs that the State shall endeavour to provide free and compulsory education for all children up to the age of 14 years. Realizing that some time must elapse before compulsory education can be provided for all children, state governments have taken action, during the last 14 years, to provide free education³⁰ at least for as many children as possible. In Jammu and Kashmir and in the Union Territories of A. and N. Islands or L. M. and A. Islands, education at all stages is free to all children. In Maharashtra and Gujarat, education has been made free at all stages to children whose parents have an annual income of less than Rs. 1,200. Primary education (classes I-IV or I-V as the case may be) is now free throughout the country, except in a small number of private schools which charge fees. Madhya Pradesh has made education free to all children in the age group 6-14 and this concession is also available in the Vidarbha area of Maharashtra State which was formerly part of Madhya Pradesh. Even at the middle school or upper primary or higher elementary stages (classes VI-VIII or V-VII as the case may be), several states have made education free (*e.g.*, Andhra Pradesh, Gujarat, Kerala, Maharashtra, Mysore, Punjab and the remaining Union territories). Others have provided liberal concessions. For instance, in Bihar, 15 per cent of the students at this stage get free studentships; in Madras, all poor students are admitted

³⁰ Chapter 1.

³¹ For details, see Table No. 24 in Annexure VII.

free ; in U.P. no tuition fee is charged in class VI and ten and 15 per cent of the students get free studentships and half-free studentships respectively in classes VII and VIII. Even at the secondary stage, the trend now is to extend free education, at least to all poor students. In Mysore, secondary education is free to the children of all parents whose annual income is less than Rs. 1,200. Madras and Punjab are considering proposals to make education free up to the end of the secondary stage. At the university stage also, a liberal provision of free studentships is being made in all areas.

This provision of free education is supplemented by a large programme of scholarships. An integrated scheme of scholarships under which promising students at one stage are assisted to continue their studies at the next higher stage builds up a 'ladder from the gutter to the university' and is essential in a democratic system of education as a powerful tool of equalizing educational opportunity. During the last fourteen years, all state governments have increased the number and amounts of scholarships tenable at all stages and have been incurring much larger expenditure on scholarships than at any time in the past. To supplement these programmes in the state sector, the Government of India have also evolved a large programme of scholarships for studies in India and abroad. Mention has already been made of the scheme of post-matriculation scholarships for talented students and of the research scholarships in humanities and science. Other general scholarships instituted include: (1) merit scholarships in residential schools ; (2) scholarships for study abroad which comprise the General Overseas Scholarships Scheme, the Overseas Scholarships for Union Territories, the Fully Paid Overseas Scholarships Scheme, the Foreign Language Scholarships Scheme, etc. ; (3) scholarships for the children of political sufferers ; (4) scholarships to young workers in different cultural fields ; and (5) post-matriculation scholarships for the children of primary and secondary teachers.³²

In 1946-47, the total expenditure on scholarships was only Rs. 22.5 lakhs or 0.39 per cent of the total educational expenditure. In 1959-60 this rose to Rs. 1409.88 lakhs or 7.0 per cent of the total educational expenditure.

³² For details see Chapters 1 and 2.

Education of the Backward Classes

The Constitution guarantees certain privileges to the scheduled castes and scheduled tribes which form the weaker sections of the society at present and which need some protection for a few years to come. Seats in legislatures have been reserved for them; consistently with the maintenance of the efficiency of administration, their claim to protected appointments under the government is also safeguarded. A special officer looks after the interests of these classes and reports to the President on the working of the safeguards provided for them. Conscious of the great need to help these classes, the central and the state governments have undertaken a large-scale programme for their general welfare and education.³³

A major handicap of the scheduled castes is the tradition of untouchability. State governments have, therefore, passed laws making the observance of untouchability an offence. During the last 14 years, this evil has been greatly reduced. The educational concessions given to the scheduled castes include: (1) free tuition at all stages; (2) *ad hoc* grants for the purchase of books; (3) provision of hostels where board and lodging are given free of charge; and (4) where necessary, grant of stipends. Special schools for these classes are not usually encouraged; but they are maintained if and where needed.

The main handicaps of the tribal people are their poverty, their habitation in forest or inaccessible areas, and the large number of dialects they speak (which do not have a script or a literature). The assistance given to them for the development of education is broadly on the same pattern as that given to scheduled castes. But there are two main points of difference: (1) a programme of preparing textbooks in the tribal languages or of teaching the tribal languages to the teachers working in tribal areas has been taken up; and (2) a new type of institution, called the *Ashram School* has been organized for tribal children. It is a residential school which tries to develop and impart a type of education which is more suited to tribal life than that given in the ordinary schools.

In every state or Union territory, there are a few classes, other than scheduled castes or scheduled tribes, which are also socially,

³³ For details see relevant sections in Chapters 1 and 2 and Table No. 60 in Annexure VII.

educationally and economically depressed and, therefore, need protection. These other backward classes are also given educational concessions on the above lines.

In this connection, special mention has to be made of the scheme of central scholarships for scheduled castes, scheduled tribes and other backward classes. These scholarships are given to post-matriculate students. The scheme made a humble beginning in 1944 when it was applicable to the scheduled castes only. Even in 1947-48 only 655 scholarships were awarded at a cost of Rs. 5.4 lakhs. In 1948-49 the scheme was extended to scheduled tribes and in 1949-50 to other backward classes. It has expanded very greatly since then and in 1960-61 scholarships amounting to about Rs. 220 lakhs were awarded under the scheme. The scheme has played a very important role in the education of the backward classes. Its administration has already been decentralized and handed over to the states although the entire expenditure on it continues to be borne by the Government of India.

As a result of all this assistance, the education of the backward classes is making fairly rapid progress. In 1949-50 the total number of pupils from backward classes enrolled in all institutions was 44.95 lakhs. By 1958-59 the total enrolment of children belonging to the backward classes increased to 144.04 lakhs. Good as this progress is, these classes have still a fairly long way to go if their education is to be on a par with that of the more advanced classes of society.

Social Education

The problem of adult illiteracy in India is stupendous. The census of 1951 returned a literacy percentage of 10.6 only (24.9 for men and 7.9 for women). This has risen only to 23.7 (33.9 for men and 12.8 for women) in 1961. The number of adult illiterates is estimated at about 20 crores at present.

Countries faced with a problem of this type generally attempt to solve it in one or both of two ways: (1) by developing a rapid programme of compulsory primary education and (2) by organizing mass literacy campaigns. In India, an attempt to organize intensive literacy campaigns was made in a few selected areas soon after

independence.³⁴ But this could not be kept up; and the policy since has been largely to concentrate on the first method. However, adult literacy has never been totally ignored. The general view has been that, while the State cannot think of goading every adult to be literate within a prescribed period, it should nevertheless provide the means of instruction to such persons as may desire to become literate or to study further. Adult literacy centres or classes are, therefore, organized wherever conditions are favourable and adults come forward to learn. On an average, 50,000 adult classes or centres are run every year; they enrol about 12 lakhs of adults and the average annual expenditure on the programme as a whole comes to about Rs. 80 lakhs.

The main development of the post-independence period, therefore, is not to be sought in the size of its literacy effort, but in the new concept of 'social' education that has been evolved to replace the earlier idea of adult education or adult literacy. Social education, as now defined, includes literacy. But it goes much beyond and tries to adjust the adult to the new society in which he has to live. Its present connotation covers literacy, education in citizenship and health, understanding of science as applied to everyday life, acquisition of information and skills that will improve vocational efficiency, development of hobbies, and organization of cultural and recreational programmes. In order to give this wider and deeper programme a proper background to develop, social education in this sense of the term has, since 1952, been treated as an integral part of the community development movement. In each community development block of about 100 villages there are two functionaries—the social education organizer and the *Mukhya Sevika*—who look after social education activities among men and women respectively. To supervise their work and to give them technical guidance, posts of district social education organizers have been created in several states. In addition, there is usually an officer at state level to guide and supervise social education work in the state as a whole.

Both the Centre and the states have developed programmes to train these and other categories of workers in social education. The National Fundamental Education Centre trains district social educa-

³⁴ Intensive campaigns for mass literacy were organized in Assam, Bihar and Madhya Pradesh.

tion organizers.³⁵ The Ministry of Community Development and Cooperation has established special institutions to train social education organizers and *Mukhya Sevikas*. Village leaders are trained in a number of janata colleges which have been established by the state governments.

It has to be remembered that the entire programme of community development, which aims to make the community self-reliant and progressive, is essentially a programme of social education in the current sense of the term. Every officer of the block team is engaged, in a way, in the task of social education and the programme has had considerable impact on rural life, especially in changing the attitudes of the village people and in persuading them to adopt new techniques of production and better ways of living.

Mention must be made here of certain other programmes of social education that have developed in the last fourteen years. The first is the central scheme of producing literature for neo-literates which includes (1) the publication of pamphlets, (2) the conduct of an annual prize competition for good books, (3) a scheme of *Sahitya Rachanalayaks* for training authors, (4) participation in the UNESCO project of literature for the neo-literates, and (5) the publication of suitable encyclopaedias. Several state governments have evolved their own programmes of producing literature for the neo-literates broadly on the lines of this scheme. Another important programme is the Workers' Social Education Institute established at Indore in 1960 with a view to developing a programme of social education for industrial workers.

The library movement has made good progress since 1947. The National Library at Calcutta has been expanded and developed further.³⁶ Madras has given a splendid lead by passing a special law for the development of libraries and also by levying a special cess for it.³⁷ Several other states have tried to organize a network of libraries consisting of state level central libraries and other libraries at district, block and village levels. The Delhi Public Library is being conducted as a pilot project in integrated library service. A Library Development Committee appointed by the government has

³⁵ See Chapter 1.

³⁶ See Chapter 2.

³⁷ See Chapter 12, Part II.

examined the problem in detail and, as a first step in the organization of a nationwide movement for libraries, an Institute of Library Science has been established in the Delhi University to train librarians.

Physical Education and Allied Activities

Physical education has received much greater attention in the post-independence period than at any time in the past.³⁸ It now forms an integral part of the syllabuses of primary and secondary schools in all areas. Each state and Union territory has its own syllabus; and as an aid in improving standards, the Ministry of Education has prepared model syllabuses in physical education for all schools from the primary to the higher secondary stage.

Attempts are also being made to provide schools with teachers trained in physical education. In primary schools it is not generally possible, except in big urban schools, to provide special teachers for physical education. Training in physical education, therefore, forms part of the general training programme for primary teachers in most areas. In some states, short-term training courses for primary teachers are also arranged. At the secondary stage, attempts are now being made to provide a trained physical education teacher to every school and, with this end in view, training facilities have been considerably increased in recent years. These are of two types: a diploma course of one year for graduates and a certificate course of the same duration for under-graduates. In 1949-50, there were only five colleges of physical education with an enrolment of 192 students and there were only 20 schools of physical education with a total enrolment of 1,795 students (excluding Bombay for which correct data were not available). By 1960-61, the number of colleges of physical education had increased to 20 with an enrolment of 904 and that of the schools of physical education to 41 with an enrolment of 3,444. In several states every school has been provided with a trained instructor in physical education. The Government of India has also tried to support these attempts to provide trained physical education teachers in two ways: (1) by the establishment of a national institution, *viz.*, the Lakshmibai College of Physical Education at Gwalior, which provides a three-year degree course in physical

³⁸ For details see Chapter 1, and Table Nos. 42, 55 and 59 in Annexure VII.

education and will eventually provide facilities for post-graduate training and research also ; and (2) by providing direct grants-in-aid to training institutions in physical education to improve their services.

Schools are eligible to receive grants-in-aid for purchase of games and sports equipment. The main difficulty lies in providing playgrounds. Existing conditions are far from satisfactory, especially in the urban areas. In the Second Plan, a small centrally sponsored scheme was initiated to assist schools to acquire playgrounds. A much greater effort is, however, needed to develop this sector.

Another important development of recent years is the organization of a special inspectorate for physical education in every state, except Kerala. The organization varies from state to state. Usually, there is an officer at the state level (except in one or two states) and below him, there are officers at various levels. The inspectorate generally includes women officers for girls' institutions. There is a Central Advisory Board of Physical Education and Recreation in the Ministry of Education. Some states have set up similar advisory boards for their areas.

Arrangements for medical examination and treatment at the school stage are unsatisfactory. Andhra Pradesh has school health clinics, staffed by health officers and health visitors, at district headquarters. Bihar has a woman School Medical Officer for medical inspection of children in government high and middle schools for girls. Mysore has a Chief Medical Inspector of Schools who operates the scheme in selected centres. Orissa has two medical officers—a man and a woman—for the entire State. Uttar Pradesh has appointed a whole-time School Health Officer in each of the 14 big cities of the State. Madhya Pradesh has made a beginning by organizing medical inspection of school children in the urban areas. Even in states where a beginning has been made with the provision of medical services, follow-up work leaves much to be desired.

Big corporations like Ahmedabad, Bombay, Calcutta or Madras which run primary schools, also maintain good school health services. Barring these exceptions, there is hardly any provision for medical inspection in the primary schools of this country.

Secondary schools are permitted, in some states, to levy a special fee for purposes of medical examination. In some states like Maharashtra or Gujarat, schools have to arrange for the medical inspection

of children and are given grant-in-aid on the expenditure incurred. Punjab reports an interesting cooperative enterprise of the schools. In some areas, the high schools pool their income and have a central clinic with a whole-time staff to look after the medical inspection of schools. Some of the well-to-do secondary schools have a planned programme of medical inspection and treatment, and maintain their own clinics.

At the university stage, there are fairly adequate arrangements for compulsory physical training and for periodical medical inspection of students.

A National Plan for Physical Education prepared by the Ministry of Education and National Physical Efficiency Drive has been organized in all parts of the country. The former has become a kind of blueprint for the development of physical education ; the latter, it is hoped, will stimulate interest in physical education among the people and help in improving standards.

(1) GAMES AND SPORTS. India has yet to achieve a high status in the world of sports. Her relatively low status, in the opinion of a special committee that recently investigated the problem, is due not so much to falling standards as to sheer inability to keep abreast of the progress that is being made in other countries. Both the Centre and the states have, therefore, taken up programmes for the development of games and sports. The main objects of these programmes are: (1) to encourage games and sports, (2) to spot talent in sports, and (3) to provide efficient coaching.

The Government of India has constituted an All-India Council of Sports under the chairmanship of the Maharaja of Patiala. A National Institute for Sports has been established at Patiala with the primary object of preparing first-rate coaches for the country. Another useful programme is the Rajkumari Coaching Scheme under which coaching courses in almost all games have been held in different parts of the country. It is now proposed to expand it gradually into a National Coaching Scheme under the aegis of the National Institute of Sports. Assistance is given to schools to buy playfields and to national sports associations or federations to invite foreign teams, to send Indian teams for participation in international events, to arrange for the coaching of talented players and to improve their administration by the appointment of whole-

time paid secretaries. Construction of stadia with guest houses attached has been assisted.

The state governments have been encouraging games and sports in a variety of ways. In almost all states, sports meets are held annually at several levels, culminating finally in a meet at the state level. Schools are assisted to acquire playgrounds and equipment. Coaching classes are organized and construction of stadia is undertaken or assisted.

(2) SCOUTS AND GUIDES, NATIONAL DISCIPLINE SCHEME AND YOUTH WELFARE. Scouting and guiding were formerly looked after by a number of associations. An important event of the post-independence has been the establishment of the Bharat Scouts and Guides as a single national organization in charge of the movement. This association gets an annual grant from the Government of India which also assists it in sending delegations of scouts to international events and in the holding of training camps. An all-India training centre is now being set up at Pachmarhi under a central scheme in the Second Plan. The state governments have their own programmes of assisting and developing the scout and guide movement in their areas. These include assistance to state-level organizations and encouragement of the movement in schools, particularly in rural areas.

The object of the National Discipline Scheme is to build up a good physique in boys and girls, to develop character and personality, to teach the elementary principles of administration and organization, and to inculcate cultural sensitivity. The scheme was first introduced in refugee camps and, in view of its success, has been extended to selected schools. It is now being operated in most states and Union territories and approximately eight lakhs of children in about 1,500 institutions are being trained under it.

In the central sector, two important schemes of social service have been operated for the last seven years, namely, Youth Camps and Campus Works Projects. Under the first scheme, boys and girls from schools and colleges spend ten to 30 days in youth camps organized in villages where they render social service, do *shramdan* for four hours a day, and get acquainted with conditions of rural life. About 7,000 camps involving 6.75 lakhs of campers have been held so far. Under the second scheme, grants are given to schools,

colleges and universities to construct campus works like gymnasias, stadia, open-air theatres or cinder tracks with the help of labour contributed by the students and staff. About 560 projects at a cost of Rs. 98 lakhs have been sanctioned so far.

Under another central scheme, assistance is given to such programmes of youth welfare as the organization of youth festivals, training of youth in leadership and dramatics, organizing tours of young persons to places of historical, cultural or national importance, and the establishment of youth hostels. Some of the state governments are developing similar programmes of youth welfare of their own.³⁹

Recently a committee was set up under the chairmanship of Pandit H. N. Kunzru to coordinate various activities in physical education, improvement of discipline and youth welfare. Its report is awaited.

Development of Hindi

English was adopted as the official language of India in 1835. Prior to 1947, the Government of India had taken hardly any steps to replace it by an Indian language. The problem was taken up immediately after independence. In 1950, the Constitution decided that Hindi in the Devanagari script (with the international form of numerals) should be the official language of the Union. As required by Article 344 of the Constitution, an Official Language Commission was appointed under the chairmanship of the late Shri B. G. Kher. The report of the Commission was considered by the Committee of Parliament on Official Language; and on receipt of its report, the directions of the President under Clause (6) of Article 344 of the Constitution were issued. The directions provide for a progressive use of Hindi, in addition to English, as the official language of the Union.

One of the important responsibilities of the Government of India, therefore, is to enrich, develop and propagate the Hindi language. As Article 351 of the Constitution provides: 'It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all elements of the composite culture of India and to secure its enrichment,

³⁹ See also Annexure V for a detailed account of the N.C.C. and A.C.C.

by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India.' During the last 14 years, much work has been done to discharge these Constitutional obligations of the Government of India.

For the enrichment of Hindi, the most important project undertaken is to develop a standard scientific and technical terminology for Hindi and other Indian languages. For this purpose, a Board of Scientific and Technical Terminology was set up in 1950 and it has recently been replaced by a Standing Commission for Scientific and Technical Terminology under the chairmanship of Dr. D. S. Kothari. Out of a total estimated requirement of 350,000 new terms, about 290,000 scientific and technical terms have already been prepared. For the development of Hindi, a number of programmes have been undertaken. These include: (1) publication of a Hindi encyclopaedia in ten volumes, of which the first has been published and the second is nearing completion ; (2) translation into Hindi of a large number of standard books from foreign languages ; (3) publication of revised and annotated editions of standard Hindi works and omnibus volumes of the works of eminent Hindi writers ; (4) publication of a basic grammar of modern Hindi in English and Hindi ; (5) designing of keyboards for Hindi typewriters and teleprinters ; and (6) the development of a shorthand in Hindi and other Indian languages.

The problem of the propagation of Hindi is mainly a problem of the non-Hindi-speaking areas. For this purpose, the Government of India is giving assistance to non-Hindi-speaking states for the appointment of Hindi teachers in all secondary schools and for the establishment of training colleges for Hindi teachers. It has also established a Kendriya Hindi Shiksha Mahavidyalaya at Agra to provide facilities for the training of Hindi teachers on scientific lines and for the study of advanced Hindi literature and comparative philology of modern Indian languages. Scholarships for post-matriculation studies in Hindi are also given to residents of non-Hindi-speaking states in order to create a pool of personnel necessary for the propagation of Hindi in their areas. A scheme has also been drawn up under which facilities are provided to employees of the central and state governments to learn Hindi.

The state governments have undertaken several programmes for the enrichment, development and propagation of Hindi. The Hindi-speaking states are adopting it as the official language and are also trying to introduce it as a medium of instruction at the university stage. Bihar and Uttar Pradesh are also making other important contributions to the development of Hindi. Bihar has set up a new department for the development of Hindi which is assisting in the development of technical terms. The Bihar Rashtra Bhasha Parishad is engaged in the publication of literature, in the collection of Hindi folklore, and in the translation of important works from other languages into Hindi.⁴⁰ Uttar Pradesh has set up a Language Division in the Secretariat for the promotion of Hindi. A Hindi Literature Fund has been created to assist the production of literary and scientific works of outstanding merit in Hindi. A Hindi Samiti has been established and it has already published a number of important books.⁴¹

In the non-Hindi-speaking states, the propagation of Hindi is attempted mainly by its introduction into the schools and colleges. Some states have made the study of Hindi compulsory at certain stages. The training of teachers of Hindi is emphasized and grants-in-aid are given to voluntary organizations for the propagation of Hindi.

Other Educational Programmes

There are a number of other areas where, for want of resources, work has largely been of a pilot and experimental character. Brief notes on the more important of these programmes as they have developed in the post-independence period are given in the following paragraphs:

(1) EDUCATION OF THE HANDICAPPED. In 1947, there was no central activity in this field and the total number of institutions for the handicapped in India was 58 with an enrolment of 1,749. In 1960-61, the number of institutions increased to 144 with an enrolment of 8,394.

Apart from this increase in educational facilities, the significant developments during the last fourteen years have been:

⁴⁰ See Chapter 7.

⁴¹ See Chapter 18.

(i) the standardization of the *Bharati Braille* which is a common Braille code for all Indian languages ; (ii) establishment of a Central Braille Press and Workshop for the manufacture of Braille appliances at Dehra Dun ; (iii) establishment of the Training Centre for the Audit Blind and a Model School for Blind Children at Dehra Dun ; (iv) institution of a system of scholarships for the handicapped ; (v) establishment of special employment offices for the handicapped at Bombay, Delhi and Madras ; (vi) conduct of sample surveys regarding the handicapped in Bombay, Delhi and Kanpur ; and (vii) liberal assistance to voluntary educational associations for the development of education of the handicapped. Programmes for the handicapped will be expanded considerably in the Third Plan in which a sum of Rs. 99 lakhs has been provided for the purpose.

(2) PRE-PRIMARY EDUCATION. Pre-primary education has mainly been an activity in the private sector and has been mostly supported by fees. The number of recognized pre-primary schools was 275 (with an enrolment of 9,485 boys and 8,570 girls) in 1949-50 but it had increased to 1,909 (with an enrolment of 1,78,642—96,520 boys and 82,122 girls) by 1960-61. Total expenditure on these institutions rose from Rs. 10.96 lakhs in 1949-50 to Rs. 58.73 lakhs in 1960-61. These figures have to be understood, however, with three qualifications. First in the urban areas, a large number of pre-primary schools do not care to seek recognition and, therefore, go unreported. Secondly, these figures do not include the enrolment in pre-primary classes attached to other schools which is estimated at about 55,000. Thirdly, they do not include the statistics of about 13,000 *Balwadis* (which combine child welfare activities with pre-school education) which are conducted by the Central Social Welfare Board and the Community Development Blocks in rural areas. It would be a safe estimate to assume that there are about 15,000 pre-primary schools and classes and *Balwadis* at present with a total enrolment of about 6 lakhs.⁴²

A movement to establish *Bal Bhawans* or children's play centres is slowly gathering momentum. Some states have already established *Bal Bhawans*. The Centre conducts a *Bal Bhawan* at Delhi to which a children's museum is being added.

⁴² For details see Chapter I, and the relevant sections in Part II. Also see Table No. 58 in Annexure VII.

Pre-primary education will receive greater attention in the Third Plan. The State Plans generally include provisions for conducting a few model schools, for assistance to private agencies and for development of facilities for the training of pre-primary teachers. At the Centre, a provision of Rs. 3 crores has been made for strengthening *Balwadis* and for the development of intensive pilot projects of child welfare in selected areas.

(3) CULTURAL DEVELOPMENTS. Prior to 1946-47, the cultural activities conducted or assisted by the Government of India were very limited. When a national government came to power after independence, the public naturally expected it to assume greater responsibility for the cultural development of the country. A large and varied programme of cultural development is, therefore, now being implemented by the Centre.⁴³

The Archaeological Department has been greatly expanded, partly as a result of the work taken over from the erstwhile princely states and partly as a result of new programmes. In 1951, a new Act for the protection of national monuments was passed by the Parliament and the department now looks after more than 4,000 monuments. A National Museum was set up at Delhi in 1949 and it has now been provided with a building of its own. A National Gallery of Modern Art was established at Delhi in 1954 and it now has more than 3,000 art objects. The government has taken over the Salar Jung Museum and Library at Hyderabad and these are being developed as national museums for the South. The Salar Jung Museum is a unique institution with nearly 25,000 art objects some of which are found nowhere else in the world. The Indian Museum and the Victoria Memorial Hall at Calcutta are being developed further as national museums for the East. Three Akademis have been established to promote literature and fine arts: The Sangeet Natak Akademi tries to develop Indian dance, drama (inclusive of films) and music; the Lalit Kala Akademi encourages study and research in painting, sculpture, architecture and applied arts; and the Sahitya Akademi tries to preserve the Indian heritage in letters and to stimulate new writing. Other schemes included in this sector comprise: (1) building grants to cultural organizations; (2) assistance for the construction of open-air theatres in rural areas;

⁴³ For details see Chapter 2.

(3) inter-state exchange of cultural troupes ; (4) financial assistance to distinguished writers and authors who are in need of help ; and (5) assistance to states and voluntary organizations for the development of modern Indian languages.

(4) INTERNATIONAL RELATIONS. Prior to 1947, India had no direct contacts with countries outside the Commonwealth. The attainment of independence enabled her to develop close and direct relations with most of the countries of the world. This has opened out new challenges and opportunities in the educational and cultural fields.

One direct result of this wider international contact is the development of an exchange programme of scholarships under which Indian students go abroad and foreign students come to India for higher studies.⁴⁴ A very large number of scholarships are now being offered by several foreign countries to enable Indian nationals to study abroad. Generally, these scholarships are *ad hoc* and are available either for the study of the languages of the countries concerned or for the study of subjects in which they have special facilities. More than 30 countries of the world have offered scholarships for the study of languages, the humanities, science and technology. India in turn has offered scholarships to students from other countries to study in India. Of special interest in this field is the General Scholarships Scheme which is directed to African countries and to those Asian countries where facilities for higher education are not fully developed. The scheme began with 70 scholarships in 1949-50 ; their number has since been raised to 140.

In addition to those *ad hoc* offers of scholarships, India offers scholarships under several regular programmes of bilateral, multi-lateral or international assistance and also from a number of foreign foundations, organizations and trusts. Special mention must be made, in this context, of the U. S. Educational Foundation in India, the Technical Cooperation Mission of the U.S.A., the Colombo Plan, the Commonwealth Cooperation Plan, the United Nations Fellowships Programme, the UNESCO Programme and the British Council.

Another result of this wider international contact is the need

⁴⁴ See Chapter 1, for scholarships operated by the Ministry of Education. For scholarships operated by the Ministry of Scientific Research and Cultural Affairs, see Chapter 2.

to develop cultural relations with other countries of the world. A programme of cultural activities was initiated in 1950-51 with three objectives: (1) to make our cultural heritage known to the other countries; (2) to develop a closer understanding in India of the culture of other countries; and (3) to promote mutual goodwill and understanding of one another's achievements in artistic, literary and allied fields. The programme includes exchange of delegations, participation in international congresses and festivals, organization of exhibitions of Indian art in other countries, presentation of selected books, art objects, etc., to institutions and organizations in other countries, publication of Indian classics in foreign languages and similar other activities. With a view to promoting the programme on correct lines, the Indian Council for Cultural Relations was established as an autonomous body in 1950.

The number of Indian students studying abroad has increased very greatly in the post-independence period. About 4,000 students go abroad annually at present and it is estimated that about 13,000 Indian students are now studying in about 30 countries, the largest numbers being in the U.K. (3,500), the U.S.A. (5,500) and West Germany (2,500). To look after the welfare of the students, special educational units have been set up in the High Commission in London and in the Embassies at Washington and Bonn. A similar unit has also been set up in Nairobi to look after the scheme of African scholarships and for assistance to the higher education of Indians settled in East Africa. In addition to the work of student welfare, these units also function as cultural liaison organizations. In countries where the number of students is not large enough to justify the establishment of such special units, student welfare is a responsibility of the Indian Missions concerned.⁴⁵

(5) EDUCATED UNEMPLOYMENT. One of the major initial objectives of the present system of education was to train persons for junior civil services under the government. This narrow aim, however, did not create any problems so long as educated persons could get jobs, either under the government or in the private sector. This harmonious relationship between the output of the educational system and employment opportunities had come to an end by about 1930 when the spectre of educated unemployment appeared.

⁴⁵ See Chapter 1.

It was in 1935 that the first all-India committee to study the problem was appointed under the chairmanship of the late Sir Tej Bahadur Sapru. Since then, the problem has been examined by a number of committees, several recommendations have been made and some of them have been acted upon. Yet, the extent of the evil is growing.

Education does not create unemployment, as it is sometimes believed to do. The evils of unemployment and under-employment have become rampant in our society, mainly because of a rapid increase of population and a low rate of economic growth. The illiterate unemployed or under-employed is hardly noticed, for he does not know how to voice his grief. But education is swiftly converting the rural unemployed or under-employed into the urban unemployed, who are extremely vocal. If the present rate of growth of population is not checked or the rate of economic growth is not very largely expanded—and these two are dependent on each other to some extent—the only choice before the country lies between educated unemployment and uneducated unemployment or under-employment.

The attempt to correlate education with employment has not so far been made in India to any appreciable extent, the only exception to the statement being the efforts made during the last ten years to train technical personnel needed for the Five-Year Plans. The problem is extremely urgent and special attention will have to be paid to it in the immediate future.

Finance

In proportion to the large programme of expansion and improvement that is now being developed in the country, the total educational expenditure has increased in the post-independence period, from Rs. 57.66 crores in 1946-47 to Rs. 339.11 crores in 1960-61.

(1) SOURCES OF EDUCATIONAL EXPENDITURE. This expenditure was met from five sources which, in order of size, are: government funds, fees, other sources, district board funds and municipal funds. The contribution made by each of these sources to total educational expenditure in 1946-47 and 1960-61 is given in Table 45.

The contribution from government funds increased from Rs. 25.96 crores (or 45.19 per cent of the total expenditure) in 1946-47

TABLE 45: EXPENDITURE ON EDUCATION BY SOURCES
(IN 1946-47 AND 1960-61)

Sources	1946-47		1960-61	
	Amount (Rs. in lakhs)	Percent- age to total	Amount (Rs. in lakhs)	Percent- age to total
Government funds ..	2,595.89	45.19	2,34,09.14	67.97
District board funds ..	518.67	8.78	11,83.36	3.44
Municipal board funds ..	321.54	5.57	10,65.78	3.09
Fees ..	1,522.22	26.38	59,02.58	17.14
Other sources ..	807.81	14.08	28,77.15	8.36
TOTAL ..	5,766.13	100.00	3,44,38.01	100.00

to Rs. 234.09 crores (or 67.97 per cent) in 1960-61. In the post-independence period, the state should assume a larger and increasing responsibility for the support of education. This is reflected in the contribution from government funds, which has increased about seven-fold in a period of 14 years!

Next in order of magnitude is the revenue from fees which stood at Rs. 15.22 crores in 1946-47 but has increased to Rs. 59.03 crores in 1960-61. This increase is very large and is next only to that in the contribution from government funds. In spite of this absolute increase, however, the share of fees in the total expenditure has gone down from 26.38 per cent in 1946-47 to 17.14 per cent in 1960-61.

Next comes the contribution of 'other sources' (endowments, donations, contributions, etc.) which has increased from Rs. 8.08 crores in 1946-47 to Rs. 28.77 crores in 1960-61. This shows that voluntary organizations are still providing substantial support to education. As in fees, however, the relative share of this source also has gone down from 14.08 per cent in 1949-50 to 8.36 per cent in 1960-61.

Local bodies also have increased their contributions in this period. The contribution of the district boards increased from Rs. 5.19 crores or 8.78 per cent of the total educational expenditure in 1946-47, to Rs. 11.83 crores or 3.44 per cent in 1960-61. The

municipalities have increased their contribution from Rs. 3.22 crores or 5.57 per cent of the total expenditure in 1946-47 to Rs. 10.66 crores or 3.09 per cent in 1960-61. The contribution of the district boards shows the least overall increase due mainly to the inelastic character of their revenues. The municipal boards, whose wealth is rising rapidly due to urbanization, have given a much better account of themselves.

These statistics do not always include the contributions which the local communities are making to support education in their areas. Only a hundred years ago, the primary school was extremely close to the community and the village people generally supported their schools without any extraneous assistance. Unfortunately, this close relationship came to an end when the state took over the maintenance of primary schools. By the end of the 19th century, the local communities had generally stopped giving any assistance to primary schools, except occasionally for a purpose like the construction of buildings. One of the most outstanding developments of the post-independence period has been the attempt to restore the original association of the local community with its schools. This has been done very successfully in Madras where the village community has come forward to provide midday meals to school children, and also to contribute equipment and buildings to local primary schools. In the Third Plan, it is proposed to make intensive efforts to mobilize the interest and support of local communities for their primary schools and to enlist their participation in providing schools with land, buildings, and equipment. It is also proposed to secure community help in providing welfare services to school children such as the provision of midday meals or school uniforms.

(2) EXPENDITURE BY OBJECTS. The details of expenditure by objects for 1946-47 and 1960-61 are given in Table 46.

Taking the period as a whole, the indirect expenditure shows a proportionately larger increase than direct expenditure (from Rs. 10.03 crores or 17.4 per cent of the total educational expenditure in 1946-47 to Rs. 87.02 crores or 25.3 per cent in 1960-61). This is mainly due to increased expenditure on scholarships and buildings. Under direction and inspection, the total expenditure has increased from Rs. 1.82 crores in 1946-47 to Rs. 7.01 crores in 1960-61. Its share in the total educational expenditure has, however,

TABLE 46: EDUCATIONAL EXPENDITURE BY OBJECTS
(IN 1946-47 AND 1960-61)

(in lakhs of rupees)

Object	1946-47		1960-61	
	Expenditure (Rs.)	Percentage to total	Expenditure (Rs.)	Percentage to total
1	2	3	4	5
<i>Indirect</i>				
1. Direction and inspection	182.38	3.2	701.23	2.1
2. Scholarships	22.53	0.4	2,002.22	5.8
3. Buildings	284.53	4.9	4,281.58	12.4
4. Miscellaneous	514.05	8.9	1,285.62	3.7
5. Hostels .. ..	..	..	431.49	1.3
TOTAL (Indirect) ..	1,003.49	17.4	8,702.14	25.3
<i>Direct</i>				
1. Universities	229.77	4.0	1,413.89	4.1
2. Boards of secondary and intermediate education ..	9.73	0.2	241.33	0.7
3. Research institutions ..	..	..	269.86	0.8
4. Arts and science colleges	439.15	7.6	2,091.53	6.0
5. Colleges of professional education	186.59	3.2	1,580.41	4.6
6. Colleges of special education .. ..	..	..	91.25	0.3
7. Secondary education ..	1,222.01	21.2	6,891.17	20.0
8. Middle schools ..	480.29	8.3	4,292.20	12.5
9. Primary schools ..	1,848.53	32.1	7,344.61	21.3
10. Pre-primary schools ..	..	..	58.73	0.2
11. Vocational and technical schools	201.34	3.5	1,140.92	3.3
12. Special schools ..	145.23	2.2	319.97	0.9
TOTAL (Direct) ..	4762.64	82.6	25,735.87	74.7
GRAND TOTAL	5769.13	100.0	34,438.01	100.0

declined from 3.2 per cent in 1946-47 to 2.1 per cent in 1960-61. With such rapid growth in total educational expenditure since independence, some decline in the percentage of expenditure on direction and inspection was inevitable. There is, however, reason to believe that the existing proportion of expenditure on administration is short of what an adequate organization of direction and inspection requires to meet the demands of the present situation.

In direct expenditure, expenditure on higher education shows the largest increase—from Rs. 8.65 crores (or 15 per cent of the total educational expenditure) in 1946-47 to Rs. 55.91 crores (or 16.5 per cent) in 1960-61. The increases are particularly noticeable in professional and special education. Prior to 1946-47, a common criticism against the educational system used to be that it resembled an inverted pyramid and that an unusually large proportion of the total expenditure on education went into university education. This trend—good or otherwise—has not been altered in the post-independence period. In secondary and primary education, there is actually a decrease—the proportion of the total educational expenditure devoted to secondary and primary schools has decreased from 21.2 and 32.1 per cent respectively in 1946-47 to 20.0 and 21.3 per cent respectively in 1960-61. Probably, this imbalance may be reduced to some extent by the much larger expenditure that is proposed to be incurred on primary education in the Third Plan.

(3) TOTAL EDUCATIONAL EXPENDITURE AS A PROPORTION OF NATIONAL INCOME. One of the most frequent questions discussed in educational circles relates to the inadequacy of the total educational expenditure in India. This question cannot be answered by comparing the total educational expenditure in one year with that in another year, because such comparison does not take account of the increase in population and the growth in national income. A comparison of the total educational expenditure per head of population in any two years is a better approach, because it eliminates the influence of the growth of population. But perhaps the best method would be to compare total educational expenditure with national income, because it will eliminate the influence of the growth of population as well as of the growth of national income.⁴⁶

⁴⁶ The yearwise data for 1949-50 to 1960-61 calculated by applying these three different methods are repeated in Table 47.

TABLE 47: EDUCATIONAL EXPENDITURE IN PROPORTION TO NATIONAL INCOME (1949-50 TO 1960-61)

Year		Total educational expenditure (in crores)	National income per head of population	Educational expenditure per head of population	Educational expenditure per head of population as percentage of national income
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1949-50	.. ..	102.24	256.0	2.89	1.14
1950-51	.. ..	114.38	266.5	3.18	1.20
1951-52	.. ..	124.56	274.2	3.40	1.24
1952-53	.. ..	137.64	265.4	3.69	1.39
1953-54	.. ..	147.74	278.1	3.89	1.40
1954-55	.. ..	165.01	250.3	4.26	1.70
1955-56	.. ..	189.66	255.0	4.81	1.89
1956-57	.. ..	206.29	283.3	5.13	1.81
1957-58	.. ..	240.65	279.6	5.86	2.10
1958-59	.. ..	266.00	303.0	6.32	2.19
1959-60	.. ..	300.40	304.8	7.00	2.30
1960-61	.. ..	339.12	326.2	7.87	2.37

The total educational expenditure has increased from Rs. 102.24 crores in 1949-50 to Rs. 344.38 crores in 1960-61. This appears to be a very large increase indeed. The fourth column of Table 47 will, however, show that the total educational expenditure per head of population increased from Rs. 2.89 in 1949-50 to Rs. 7.87 in 1960-61. This increase also is very large, although it is smaller than that in absolute expenditure. If the increase in the proportion of national income devoted to educational expenditure is taken into consideration, the figure increased from 1.14 in 1949-50 to 2.37 only in 1960-61.

(4) **EFFECTIVENESS OF EDUCATIONAL EXPENDITURE.** Another important question to consider refers to the effectiveness of educational expenditure. Reference has been made earlier in this chapter to the prevalence of large-scale wastage and stagnation at the primary stage. Out of nearly 6.90 million children who were in class I in 1949-50, only 2.24 million reached class V in 1953-54. This showed a wastage of 67.75%. In 1956-57 the figure stood at 46.37%. In the same year the percentage of wastage at the middle stage worked out at 40.3, at the high school stage at 51.64, at the intermediate stage at 53.07 and at the first degree stage at 44.40. This order of wastage in a system which is as yet a long way from realizing the ideal of 'equality of educational opportunity' is a matter of great concern, and would cast serious doubt on the effectiveness of educational expenditure. There is an urgent need for systematic research into the causes of wastage and to devise suitable measures to combat it.

Reorientation of the Educational System

There is still another aspect to the effectiveness of an educational system. Education has aptly been described as 'investment in man' and its effectiveness will, therefore, have to be judged, like investment in any other sector, by the quality of the goods it produces. The acid test by which the educational system in India will ultimately be judged is whether, and to what extent, it really produces the type of individual the country needs.

What type of an individual does the country need? The answer is provided by the type of society that requires to be created. India has decided to eliminate poverty and to create a new social order based on freedom, justice and equality. It has also deliberately chosen the democratic way of life and the socialistic pattern of society. If such a social order is to be ushered in and stabilized, citizens imbued with several important values are needed. These include: love of the motherland, combined with a deep faith in its 'unity in diversity'; a catholic and tolerant attitude towards others; respect for and understanding of the democratic way of life; love of discipline and capacity for self-restraint; interest in science and a scientific outlook; faith in the dignity of labour and capacity to work hard and efficiently; and a basic humanism that will

scorn all privileges based on caste, race, colour, sex or religion. The relevant questions in this context, therefore, are: What should be the content of education and the methods of teaching in order to build up these values? How far does the existing system of education help to promote them? To what extent do our administrators and teachers show an awareness of these problems, and what measures should be adopted to make them realize the significance of these values and to train them in the methods of building them up through school programmes? To what extent do the students coming out of schools and colleges imbibe these values? What type of machinery for evaluation should be built into the educational system to ascertain the extent to which students imbibe these values, and periodically to reform the content and techniques of education in the light of experience from time to time?

Any attempt to answer questions of this type is a little disturbing. It is true that there are quite a number of good schools and devoted teachers in all parts of the country, that are making continual efforts to inculcate and build up these values. Some sporadic experiments to work out these ideas have also been tried. But intensive and nation-wide efforts to reorientate the educational system on these lines have still to be made.

Prior to 1947, even a clear vision of these things did not generally exist; where it did, the freedom to work it out was not always given. These significant values have been realized more pointedly in the post-independence period; and schools and teachers now have the freedom and support from the government to venture into bold experiments to realize them. What is needed is a determined and well-organized effort on a nation-wide scale. The planning and execution of such an effort is, therefore, the main task of educational reconstruction in the years ahead.

AUGUST 15, 1961
New Delhi

J. P. NAIK
Editor-in-Chief

ANNEXURE I

UNIVERSITIES IN INDIA (1961)

Sl. No.	Name of the university	Year of foundation and reconstitution	Type	Jurisdiction	Faculties
1.	Agra University, Agra.	1927	Affiliating.	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur and Lucknow Universities).	Arts, Science, Agriculture, Commerce, Engineering, Law, Medicine, Technology, Veterinary Science and Animal Husbandry.
2.	Aligarh Muslim University, Aligarh.	1921	Residential and Teaching.	Within a radius of 15 miles from the University mosque.	Arts, Science, Commerce, Engineering and Technology, Law, Medicine and Theology.
3.	Allahabad University, Allahabad.	1887 Re 1921	De.	Within a radius of ten miles from the University.	Arts, Science, Commerce and Law.
4.	Andhra University, Waltair.	1926	Teaching and Affiliating.	Andhra Pradesh (excluding areas of Osmania and Sri Venkateswara Universities).	Arts, Science, Agriculture, Commerce, Engineering, Fine Arts, Law, Medicine, Oriental Learning and Teaching.
5.	Annamalai University, Annamalai-nagar.	1929	Residential and Teaching.	Within a radius of ten miles from the University Convocation Hall.	Arts, Science, Education, Engineering and Technology, Fine Arts and Oriental Studies.

ANNEXURE I
UNIVERSITIES IN INDIA (1961)—*Contd.*

Sl. No.	Name of the university	Year of foundation and reconstitution	Type	Jurisdiction	Faculties
6.	Banaras Hindu University, Varanasi.	1916	Residential and Teaching.	Within a radius of 15 miles from the main temple of the University.	Arts, Science, Law, Medicine and Surgery (Ayurveda), Music and Fine Arts, Oriental Learning, Technology and Theology.
7.	Baroda University, Baroda.	1949	Do.	Within a radius of ten miles from University Office.	Arts, Science, Commerce, Education, and Psychology, Fine Arts, Home Science, Medicine, Social Work & Technology (including Engineering).
8.	Bihar University, Patna.	1952 Re 1960	Teaching and Affiliating.	Tirhut Division of Bihar State.	Arts, Science, Agriculture, Commerce, Engineering, Law and Medical Sciences.
9.	Bhagalpur University, Bhagalpur.	1960	Do.	Districts of Bhagalpur, Monghyr, Purnia Saharsa, and Santhal Parganas in Bihar State.	Arts, Science, Agriculture, Commerce, Engineering, Fine Arts and Crafts, and Law.
10.	Bombay University, Bombay.	1857 Re 1928 1953	Teaching and Federal.	Greater Bombay.	Arts, Science, Commerce, Dentistry, Law, Medicine and Technology.

11.	Burdwan University, Burdwan.	1960	Teaching and Affiliating.	District of Bankura, Birbhum, Burdwan, Hooghly and Purnalia in West Bengal.	Not yet constituted.
12.	Calcutta University, Calcutta.	1857 Re 1951 1954	Do.	State of West Bengal (excluding areas of Burdwan, Jaldapour, Kalyani and Visva-Bharati Universities, and Union Territory of Tripura).	Arts, Science, Agriculture, Commerce, Education, Engineering, Fine Arts and Music, Journalism, Law, Medicine, Technology and Veterinary Science.
13.	Delhi University, Delhi.	1922 Re 1952	Do.	Union Territory of Delhi.	Arts, Science, Agriculture and Forestry, Education, Law, Medical Science, Social Sciences, Technology, Music and Fine Arts.
14.	Gauhati University, Gauhati.	1948	Do.	State of Assam and Union Territory of Manipur.	Arts, Science, Agriculture, Commerce, Engineering, Law and Medicine.
15.	Gorakhpur University, Gorakhpur.	1957	Do.	Districts of Azamgarh, Bahraich, Ballia, Basti, Deoria, Ghazipur, Gonda, Gorakhpur and Jaunpur in U.P.	Arts, Science, Commerce and Law.
16.	Gujarat University, Ahmedabad.	1949	Do.	State of Gujarat (excluding areas of Baroda University and Sardar Vallabhbhai Vidyapeeth.)	Arts (including Education), Science, Agriculture, Ayurvedic Medicine, Commerce, Medicine and Technology (including Engineering).
17.	Indira Kala Sanget Vishva-vidyalaya, Khairagarh.	1956	Do.	Not defined.	Nil.
18.	Jabalpur University, Jabalpur.	1957	Do.	District of Jabalpur	Arts, Science, Agriculture, Commerce, Education, Engineering, Home Science, Law, Medicine and Veterinary Science.

ANNEXURE I
UNIVERSITIES IN INDIA (1961)—*Contd.*

Sl. No.	Name of the university	Year of foundation and reconstitution	Type	Jurisdiction	Faculties
19.	Jadavpur University, Jadavpur.	1955	Residential and Teaching.	Within a radius of two miles from the University Office.	Arts, Science, Engineering and Technology.
20.	Jammu and Kashmir University, Srinagar.	1948	Teaching and Affiliating.	Jammu and Kashmir State.	Arts, Science, Commerce, Education, Medicine, Oriental Learning and Social Sciences.
21.	Kalyani University, Kalyani (W.B.)	1960	Do.	Not defined.	Not constituted.
22.	Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.	1961	Do.	All over Bihar State for Sanskrit Colleges.	Do.
23.	Karnatak University, Dharwar.	1949	Do.	District of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur and some colleges in South Kanara in Mysore State.	Arts, Science, Agriculture, Engineering, Law, Medicine and Social Sciences.
24.	Kerala University, Trivandrum.	1937 Re 1957	Teaching and Federal.	Kerala State.	Arts, Science, Agriculture, Ayurveda, Commerce, Education, Engineering, Law, Medicine, Oriental Studies and Fine Arts, and Veterinary Science.

25.	Kurukshetra University, Kurukshetra.	1956	Residential and Teaching.	Within a radius of ten miles from the office of the University.	Arts and Education.
26.	Lucknow University, Lucknow.	1921	Do.	Within a radius of ten miles from the University Convocation Hall.	Arts, Science, Ayurveda, Commerce, Law and Medicine.
27.	Madras University, Madras.	1857 Re 1904 1923 1929	Teaching and Affiliating.	State of Madras (except area of Annamalai University.)	Arts, Science, Agriculture, Commerce, Engineering, Fine Arts, Law, Medicine, Oriental Learning, Teaching, Technology and Veterinary Science.
28.	Marathwada University, Aurangpura, Aurangabad.	1958	Do.	Districts of Aurangabad, Bhir, Nanded, Osmanabad and Parbhani in Marathwada area of Maharashtra State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law and Medicine.
29.	Mysore University, Mysore.	1916	Do.	Districts of Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Mysore, Shimoga, South Kanara and Tumkur in Mysore State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine and Technology.
30.	Nagpur University, Nagpur.	1923	Do.	District of Akola, Amravati, Bhandara, Buldhana Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State, District of Adilabad, Hyderabad, Karim Nagar.	Arts, Science, Agriculture, Commerce, Education, Engineering and Technology, Law and Medicine.
31.	Osmania University, Hyderabad (Deccan).	1918 Re 1947 1950 1959	Do.	Khaman, Mahbub Nagar, Medak, Nalgonda, Nizamabad and Warangal in Andhra Pradesh.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine, Technology and Veterinary Science.

ANNEXURE I
UNIVERSITIES IN INDIA (1961)—*Contd.*

Sl. No.	Name of the university	Year of foundation and reconstitution	Type	Jurisdiction	Faculties
32.	Punjab University, Chandigarh.	1947	Teaching and Affiliating.	State of Punjab (Excluding the area of Kurukshetra University) and Union Territory of Himachal Pradesh.	Arts, Science, Agriculture, and Dairying, Commerce, Education, Engineering and Technology, Law, Medicine, Oriental Learning and Veterinary Science.
33.	Patna University, Patna.	1917 Re 1952 1960	Do.	Patna Division.	Arts, Science, Commerce, Education, Engineering, Law, Medicine and Veterinary Science.
34.	Poona University, Poona.	1949	Do.	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana, and West Khandesh in Maharashtra State.	Arts, Science, Agriculture, Ayurvedic Medicine, Commerce, Engineering, Law, Medicine, Mental, Moral and Social Sciences.
35.	Rajasthan University, Jaipur.	1947	Do.	Rajasthan State.	Arts, Science, Commerce, Education, Engineering, Law, Medicine and Pharmacutics and Veterinary Science.

36.	Ranchi University, Ranchi.	1960	Do.	Chhota Nagpur Division including districts of Dhanbad, Hazaribagh, Palamau, Ranchi and Singhbhum.	Arts, Science, Agriculture, Commerce, Engineering, Law and Mineral Technology.
37.	Roorkee University, Roorkee.	1949	Residential and Teaching.	Not defined.	Engineering, Architecture and Science.
38.	Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.	1955	Teaching and Affiliating.	Within a radius of five miles from the office of the University.	Arts, Science, Agriculture, Commerce and Technology (including Engineering).
39.	Saugar University, Sagar.	1946	Do.	District of Balaghat, Bastar, Betul, Bilaspur, Chhatarpur, Chhindwara, Damoh, Datia, Durg, Hoshangabad, Mandla, Narshinghpur, Nimar, Panna, Raigarh, Raipur, Rewa, Sagar, Sarguja, Satna, Seoni, Shahdol, Sidhi and Tikamgarh in Madhya Pradesh.	Arts, Science, Education, Engineering and Technology.
40.	S. N. D. T. Women's University, Bombay.	1951	Do.	Not defined.	Arts.
41.	Sri Venkateswara University, Tirupati.	1954	Do.	Districts of Anantapur, Chittoor, Cuddappah, Kurnool and Nellore in Andhra Pradesh.	Arts, Science, Agriculture, Commerce, Engineering, Medicine, Oriental Learning, Teaching and Veterinary Science.
42.	U. P. Agricultural University, P.O. Agricultural University, (Distt. Nainital).	1960	Residential and Teaching.	Not defined.	Agriculture and Veterinary Science.
43.	Utkal University, Cuttack.	1943	Teaching and Affiliating.	Orissa State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine and Veterinary Science and Animal Husbandry.

ANNEXURE I
UNIVERSITIES IN INDIA (1961)—*Contd.*

Sl. No.	Name of the university	Year of foundation and reconstitution	Type	Jurisdiction	Faculties
44.	Varanaseya Sanskrit Vishwa Vidyalaya, Varanasi.	1958	Teaching and Affiliating.	All over India and Nepal for Sanskrit.	Sanskrit.
45.	Vikram University, Ujjain.	1957	Do.	Districts of Blind, Dewas, Dhar, Guna, Gwalior, Indore, Jhabua, Mandasaur, Morena, East Nimar (Khargone) Raisen, Rajgarh, Ratlam, Sehore, Shajapur, Shivpuri, Ujjain and Vidisha in Madhya Pradesh.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine, Physical Education, Veterinary Science and Animal Husbandry.
46.	Visva-Bharati University, Shantiniketan.	1951	Residential and Teaching.	Area of Shantiniketan in the District of Birbhum in West Bengal.	

ANNEXURE II

BOARDS OF SECONDARY AND/OR INTERMEDIATE EXAMINATION IN INDIA (1961)

1. BIHAR SCHOOL EXAMINATION: f 1952: *Jurisdiction* : Bihar State. *Examination conducted* : Secondary School, Higher Secondary School, Diploma and Certificate in Physical Education, Certificate in School Education.
2. BOARD FOR PUBLIC EXAMINATION, TRIVANDRUM: f 1949: *Jurisdiction* : Kerala State; *Examinations conducted* : Secondary School Leaving Certificate, Kerala Government Technical Examination, Teachers' Training Certificate, Post-Basic Scholarships Certificate, Post-Graduate Diploma in Basic Education, Needlework and Garment-making, Music, Dance, and Arabic, Munshi, Sanskrit, Nurse's Examinations, and Diplomas in Engineering, Technology and Textile Technology, Diploma and Certificate in Physical Education, Certificate of Painting of the Ravi Varma School of Painting.
3. BOARD OF HIGHER EDUCATION, DELHI: f 1926: *Jurisdiction* : Delhi Administration; *Examinations conducted* : High School, Higher Secondary, Higher Secondary Technical, Higher Secondary Multipurpose Part I, Ratnam, Bhushan, Prabhakar, Prabodh, Pravin and Pragma.
4. BOARD OF HIGH SCHOOL AND INTERMEDIATE EDUCATION, UTTAR PRADESH, ALLAHABAD: f 1922: *Jurisdiction* : Uttar Pradesh (except areas of Aligarh and Banaras Hindu Universities); *Examinations conducted* : High School, Intermediate, High School Technical and Intermediate Technical; Recognized institutions for Intermediate Examination—973.
5. BOARD OF SECONDARY EDUCATION, ANDHRA PRADESH, HYDERABAD: f 1957: *Jurisdiction* : Andhra Pradesh; *Examination conducted* : Secondary School Leaving Certificate, Higher Secondary Certificate and Multipurpose and Higher Secondary School Leaving Certificate.
6. BOARD OF SECONDARY EDUCATION, MADHYA PRADESH, BHOPAL: f 1959: *Jurisdiction* : Madhya Pradesh; *Examinations conducted* : High School Certificate, Higher Secondary School Certi-

ificate, Higher Secondary School Certificate (Technical). Preparatory/Pre-University School Certificate, Agricultural Course. Intermediate ; Recognized institutions for Intermediate Examination—12.

7. BOARD OF SECONDARY EDUCATION, MADRAS: *f* 1911: *Jurisdiction* : State of Madras and some schools in Pondicherry ; *Examinations conducted* : Secondary School Leaving Certificate.

8. BOARD OF SECONDARY EDUCATION, ORISSA, CUTTACK: *f* 1956: *Jurisdiction* : State of Orissa ; *Examinations conducted* : High School Certificate and Higher Secondary School Certificate.

9. BOARD OF SECONDARY EDUCATION, RAJASTHAN, JAIPUR: *f* 1957: *Jurisdiction* : Rajasthan ; *Examinations conducted* : High School and Higher Secondary.

10. BOARD OF SECONDARY EDUCATION, WEST BENGAL, CALCUTTA: *f* 1951: *Jurisdiction* : West Bengal, Tripura, Sikkim and A. N. Islands ; *Examinations conducted* : High School Certificate and Intermediate ; Recognized institutions for Intermediate Examination—2.

11. CENTRAL BOARD OF SECONDARY EDUCATION, AJMER: *f* 1929: *Jurisdiction* : not defined ; *Examinations conducted* : High School Certificate and Intermediate ; Recognized institutions for Intermediate Examination—2.

12. GUJARAT SECONDARY SCHOOL CERTIFICATE EXAMINATION BOARD, BARODA: *f* 1960: *Jurisdiction* : Gujarat State ; *Examinations conducted* : Secondary School Certificate.

13. SECONDARY EDUCATION BOARD, MYSORE STATE, BANGALORE: *f* 1913: *Jurisdiction* : Mysore State ; *Examinations conducted* : Secondary School Leaving Certificate and Multipurpose Higher Secondary Certificate.

14. SECONDARY SCHOOL CERTIFICATE EXAMINATION BOARD, MAHARASHTRA STATE, POONA: *f* 1960: *Jurisdiction* : State of Maharashtra (excluding the area under the Vidarbha Board) ; *Examinations conducted* : Maharashtra Secondary School Certificate.

15. VIDARBHA BOARD OF SECONDARY EDUCATION, NAGPUR: *f* 1922: *Jurisdiction* : Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State ; *Examinations conducted* : Secondary School Certificate, Higher Secondary School Certificate (Technical), Vocational High School Certificate.

ANNEXURE III

THE MAIN FINDINGS AND RECOMMENDATIONS OF THE EDUCATIONAL SURVEY

On March 31, 1957, the Educational Survey enumerated 2,812 cities and towns with a total population of 5.56 crores (1951 census) which works out at 17 per cent of the total population of the country. It included all states except West Bengal, and four Union Territories out of six. It did not survey the urban areas which had an adequate provision of schools. In the countryside, it enumerated 8,40,033 rural habitations with a total population of 27.95 crores (1951 census) or 83 per cent of the total population of the country. All urban areas were provided with a fairly adequate number of primary schools and although more schools were needed in them to cope with the rapidly increasing population, this problem was neither complex nor large. It was in the rural areas that the provision that every area must have primary schools did not exist, and the Survey, therefore, concentrated its attention on the problem of providing a school within easy walking distance from the home of every child.

Primary Schools

2. The Survey adopted the following principles in suggesting the location of primary schools:

- (a) If a habitation has a population of 300 or more, it should have a school for itself, *i.e.*, it should be provided with an 'independent school'; and
- (b) If a habitation has a still smaller population, an attempt should be made to group it with some other habitations in close proximity and a 'group school' may be provided for each group with a population of 300 or over. It was generally agreed that, barring exceptional cases, the villages to be grouped together should be within one mile of each other.

3. On this basis, the Survey found that ultimately, the country would need a total of 3,23,463 primary schools of which 1,50,215

would be 'independent' schools and 1,73,248 would be 'group' schools. Between them, these independent and group schools would serve the educational needs of 7,99,075 (or 96.70 per cent) of the total number of habitations in the country as Table No. 1 shows.

4. The Survey has also pointed out that if these 3,23,463 primary schools are established, the total population served with this education facility would be 27.75 crores or 98.69 per cent of the total population. Of this, 20.96 crores of people (or 75.01 per cent) will have the benefit of a school within the village while others will have a school in close neighbourhood as shown in the Table.

5. How many additional schools will have to be established to reach this goal is the next question. The Survey enumerated a total of 2,27,135 schools as on March 31, 1957. It, therefore, follows that the total number of new primary schools required is 96,328. A large number of these schools have already been established within the Second Plan itself. The Survey has shown where gaps exist in school provision and these are being filled. But it is still estimated that about 70,000 new schools will have to be established in the Third Five-Year Plan if the target of universal provision of schools is to be reached.

6. The problem of small villages is a very difficult one in India. In spite of the care with which the Educational Survey has framed its proposals, a very large number of small habitations still remain without any educational facilities. It is true that the total population of these villages is only about 36.5 lakhs or 1.31 per cent of the total population of the country (1951 census); but it is obvious that something will have to be done even for these small habitations.

7. There are only three proposals possible—(1) peripatetic teacher schools, (2) establishment of central schools with hostel accommodation, and (3) establishment of central schools with transport facilities attached. Experimental pilot projects in order to provide different types of educational facilities for these villages are proposed to be conducted during the Third Five-Year Plan and their generalization will be considered later in the light of the experience gained. In the meanwhile, the Survey has tentatively assumed that the concept of peripatetic schools may be given a longer trial. On March 31, 1957, there were 1,888 peripatetic teacher schools in the country. The Educational Survey has proposed that their

TABLE NO. 1: HABITATIONS THAT WILL BE SERVED BY PRIMARY SCHOOLS IF THE PROPOSALS MADE BY THE EDUCATIONAL SURVEY ARE IMPLEMENTED

Slab	Habitations served by independent schools	Habitations served by group schools					Total No. of habitations independent and group schools	
		In the habitation	Within $\frac{1}{2}$ mile	Within 1 mile	Within $1\frac{1}{2}$ mile	Within 2 miles		Total
5000 and above	..	401	146	4	1	..	151	552
2000 to 4999	..	7,707	3,727	106	21	..	1	11,562
1000 to 1999	..	24,406	16,078	692	203	3	1	41,382
500 to 999	..	53,417	44,938	5,010	2,051	46	2	1,05,464
400 to 499	..	19,762	19,516	7,509	2,661	147	2	49,597
300 to 399	..	25,571	25,983	15,460	6,429	398	11	73,852
200 to 299	..	11,995	29,930	32,807	33,118	2,690	229	1,10,769
100 to 199	..	5,907	24,154	69,881	71,060	7,078	599	1,78,679
Below 100	..	1,049	8,776	1,02,984	1,01,407	11,895	1,107	2,27,218
TOTAL	..	1,50,215	1,73,248	2,34,453	2,16,951	22,257	1,951	7,99,075

number may be increased to 8,848 during the Third Five-Year Plan if the experiment of their working proves to be successful. The total number of new schools required in the Third Five-Year Plan would, therefore, be 1,03,288 (96,328 ordinary primary schools and 6,960 peripatetic teacher schools).

8. The break-up of these 1,03,288 new schools required is given in Table No. 2.

TABLE NO. 2 : NUMBER OF NEW PRIMARY SCHOOLS NEEDED ACCORDING TO THE EDUCATIONAL SURVEY (AS ON MARCH 31, 1957)

Sl. No.	State		Total No. of schools proposed by the Educational Survey (including peripatetic schools)	Total No. of schools in existence on March 31, 1957	Total No. of new primary schools needed
1	Andhra Pradesh	.. ..	27,849	22,708	5,141
2	Assam	.. ..	14,192	11,001	3,191
3	Bihar	.. ..	37,261	26,351	10,910
4	Bombay	.. ..	49,300	40,528	8,772
5	Jammu and Kashmir	.. ..	2,825	1,884	941
6	Kerala	.. ..	7,938	5,751	2,187
7	Madhya Pradesh	.. ..	35,718	20,824	14,894
8	Madras	.. ..	19,832	17,979	1,853
9	Mysore	.. ..	21,632	17,875	3,757
10	Orissa	.. ..	21,370	15,032	6,338
11	Punjab	.. ..	12,708	11,229	1,479
12	Rajasthan	.. ..	17,773	8,933	8,840
13	Uttar Pradesh	.. ..	59,637	26,168	33,469
14	Delhi	.. ..	220	190	30
15	Himachal Pradesh	.. ..	1,931	1,004	927
16	Manipur	.. ..	862	671	191
17	Tripura	.. ..	1,262	895	367
	TOTAL	.. ..	3,32,311	2,29,023	1,03,288

TABLE NO. 3 : HABITATIONS THAT WILL BE SERVED BY MIDDLE SCHOOLS IF THE PROPOSALS MADE BY THE EDUCATIONAL SURVEY ARE IMPLEMENTED

	Schools in			Schools near			Total			Without schools		
	No. of habitations served	Percentage		No. of habitations served	Percentage		No. of habitations served	Percentage		No. of habitations served	Percentage	
Andhra Pradesh	..	3,161	6.23	39,034	76.96		42,195	83.19		8,528	16.81	
Assam	..	1,721	6.74	17,933	70.21		19,654	76.95		15,888	23.05	
Bihar	..	4,385	3.99	1,03,926	94.62		1,08,311	98.61		1,525	1.39	
Bombay	..	10,250	13.46	49,406	64.88		59,656	78.34		16,495	21.66	
Jammu and Kashmir	..	530	4.89	4,389	40.41		4,910	45.30		5,928	54.70	
Kerala	..	2,172	20.38	8,228	77.19		10,400	97.57		260	2.44	
Madhya Pradesh	..	3,868	4.71	56,899	69.24		60,767	73.95		21,411	26.05	
Madras	..	2,372	4.57	45,777	88.23		48,149	92.80		3,732	7.19	
Mysore	..	4,704	11.66	34,119	84.58		38,883	90.24		1,514	3.75	
Orissa	..	1,811	3.52	39,571	76.91		41,382	80.43		10,066	19.57	
Punjab	..	2,166	7.77	25,322	90.84		27,488	98.61		388	1.39	
Rajasthan	..	3,110	6.64	41,296	88.18		44,406	94.82		2,424	5.18	
Uttar Pradesh	..	6,943	2.95	2,18,212	92.64		2,25,155	95.59		10,400	4.42	
Delhi	..	80	27.68	209	72.32		289	100.00		..	..
Himachal Pradesh	..	418	2.27	11,271	88.24		11,689	91.51		1,084	8.49	
Manipur	..	100	5.19	768	39.85		868	45.04		1,059	54.96	
Tripura	..	201	3.87	3,775	72.36		3,956	76.23		1,233	23.76	
TOTAL	..	47,992	5.71	7,00,106	83.34		7,48,098	89.05		91,935	10.94	

Middle Schools

9. In suggesting the allocation of middle schools, the Survey adopted the following principles:

- (i) Habitations with a minimum population of 1,500 would be provided with a middle school.
- (ii) For habitations with smaller populations, those within a walking distance of three miles from an existing middle school would be regarded as served by it.
- (iii) School areas for new schools to be opened have been planned so that habitations within a radius of three miles from the school and with a minimum total population of 1,500 or more are served by a middle school.

On this basis it was found that altogether 47,992 middle schools would be needed. These will serve a total of 7,48,098 habitations leaving 91,935 habitations without facilities of middle schools. In terms of percentage, 89.05% of the total habitations would be served by middle schools and 10.94% would remain without such facilities. The statewise break-up is given in Table No. 3.

According to this survey 26,267 middle schools existed on 31st March 1957. The total number of middle schools that will need to exist on the basis indicated above is 47,992. Accordingly, 21,725 new middle schools will need to be established. The statewise break-up of this requirement is given in Table No. 4.

High Schools

10. The planning of high schools has been done on the following basis:

(i) Habitations with a minimum population of 5,000 should be provided with a high school. Smaller habitations, situated within a radius of five miles from an existing high school, will also be served by it.

(ii) Habitations with smaller population are to be suitably grouped to establish new high schools. The grouping should be done so that habitations within a radius of five miles from the school to be established and with a total minimum population of 5,000, are served with it.

On this basis, it was found through the survey that the total requirement of high schools would be 13,487. These will serve a

total of 6,98,874 habitations leaving 1,41,159 habitations without such facilities. In terms of percentage, 83.2% of the total habitations would have high schools either in the habitations themselves or near them and 16.8% would be left without such facilities. State-wise break-up is given in Table No. 5.

TABLE NO. 4: NUMBER OF NEW MIDDLE SCHOOLS NEEDED ACCORDING TO THE EDUCATIONAL SURVEY (AS ON MARCH 31, 1957)

Sl. No.	State	Total No. of middle schools proposed by the Educational Survey	Total No. of middle schools in existence on March 31, 1957	Total No. of new middle schools to be opened
1	Andhra Pradesh	3,161	1,116	2,045
2	Assam	1,721	1,309	412
3	Bihar	4,385	3,294	1,091
4	Bombay	10,250	5,484	4,766
5	Jammu and Kashmir	530	262	268
6	Kerala	2,172	1,941	231
7	Madhya Pradesh	3,868	1,388	2,480
8	Madras	2,372	1,782	590
9	Mysore	4,704	3,526	1,178
10	Orissa	1,811	778	1,033
11	Punjab	2,166	1,303	863
12	Rajasthan	3,110	714	2,396
13	Uttar Pradesh	6,943	3,008	3,935
14	Delhi	80	59	21
15	Himachal Pradesh	418	152	266
16	Manipur	100	75	25
17	Tripura	201	76	125
TOTAL		47,992	26,267	21,725

TABLE NO. 5 : HABITATIONS THAT WILL BE SERVED BY HIGH SCHOOLS IF THE PROPOSALS MADE BY THE EDUCATIONAL SURVEY ARE IMPLEMENTED

	Schools in		Schools near		Total		Without schools		
	No. of habitations	Percentage	No. of habitations	Percentage	No. of habitations	Percentage	No. of habitations	Percentage	
Andhra Pradesh	..	1,239	2.44	40,506	79.86	41,745	82.30	8,978	17.70
Assam	..	495	1.94	17,295	67.71	17,790	69.65	7,752	3.35
Bihar	..	1,410	1.28	1,05,543	96.09	1,06,953	97.38	2,883	2.62
Bombay	..	1,835	2.41	42,671	56.03	44,506	58.44	31,645	41.56
Jammu and Kashmir	..	164	1.51	2,636	24.32	2,800	25.84	8,038	74.16
Kerala	..	768	7.20	9,511	89.22	10,279	96.43	381	3.57
Madhya Pradesh	..	1,060	1.29	44,682	54.57	45,742	55.66	36,436	44.34
Madras	..	607	1.71	45,249	87.22	45,856	88.39	6,025	11.61
Mysore	..	578	1.43	37,463	92.88	38,041	94.31	2,296	5.69
Orissa	..	464	0.90	38,649	75.12	39,113	76.02	12,335	23.98
Punjab	..	938	3.36	26,602	95.43	27,540	98.79	336	1.21
Rajasthan	..	1,037	2.21	42,884	91.37	43,921	93.79	2,090	6.21
Uttar Pradesh	..	2,648	1.12	2,18,436	92.73	2,21,084	93.86	14,471	6.14
Delhi	..	17	5.88	272	94.12	289	100.0	..	..
Himachal Pradesh	..	166	1.30	10,881	85.19	11,047	86.49	1,726	13.51
Manipur	..	32	1.66	707	36.69	739	38.35	1,188	61.65
Tripura	..	29	0.56	1,400	26.98	1,429	27.54	3,760	72.46
Total	..	13,487	1.61	6,85,387	81.59	6,98,874	83.20	1,41,159	16.80

According to the survey the total number of high schools existing on 31st March 1957 in the rural areas surveyed was 4,500. Accordingly, 8,987 new high schools will need to be established. The statewide break-up of this requirement is given in Table No. 6.

TABLE NO. 6 : NUMBER OF NEW HIGH SCHOOLS NEEDED ACCORDING TO THE EDUCATIONAL SURVEY (AS ON MARCH 31, 1957)

Sl. No.	State	Total No. of high schools proposed by the Educational Survey	Total No. of high schools in existence on March 31, 1957	Total No. of new high schools to be opened
1	Andhra Pradesh	1,239	379	860
2	Assam	495	285	210
3	Bihar	1,410	868	542
4	Bombay	1,835	293	1,542
5	Jammu and Kashmir	164	86	78
6	Kerala	768	576	192
7	Madhya Pradesh	1,060	112	948
8	Madras	607	283	324
9	Mysore	578	147	431
10	Orissa	464	204	260
11	Punjab	938	578	360
12	Rajasthan	1,037	59	978
13	Uttar Pradesh	2,648	539	2,109
14	Delhi	17	12	5
15	Himachal Pradesh	166	37	129
16	Manipur	32	21	11
17	Tripura	29	21	8
TOTAL ..		13,487	4,500	8,987

ANNEXURE IV

PROBLEM OF EDUCATED UNEMPLOYMENT

Accurate statistics about the extent of unemployment in India are not available.

The following table gives this data in a succinct form for the post-independence period:

TABLE NO. 1 : NUMBER OF PERSONS ON THE LIVE REGISTER OF EMPLOYMENT EXCHANGES

Year	No. of employment exchanges	No. of applicants on live register at the end of the year
1947	75	2,36,734
1948	77	2,39,037
1949	109	2,74,335
1950	123	3,30,743
1951	126	3,28,719
1952	131	4,37,571
1953	126	5,22,360
1954	128	6,09,780
1955	136	6,91,958
1956	143	7,58,503
1957	181	9,22,079
1958	212	11,83,299
1959	244	14,20,901
1960	296	16,20,242
1961 (June)	312	17,55,491

These statistics have to be interpreted in the light of several limitations to which they are subject. The number of unemployed people registered with the employment exchanges increases as more

and more exchanges are opened. The habit of registering themselves with the exchanges is becoming increasingly popular with unemployed people. The overall increase in the number of unemployed people on the live registers of the exchanges does not, therefore, indicate the increase in the total volume of unemployment. A part of the increase at least is due to the fact that the services of the employment exchanges are now being utilized by an increasing number of persons. Secondly, almost all the employment exchanges are located in urban areas. The large majority of persons who register themselves with employment exchanges is, therefore, urban, and the problem of rural unemployment or under-employment is hardly reflected in these statistics. Thirdly, it is also to be remembered that not all unemployed persons register themselves in the employment exchanges. The statistics of unemployed persons on the live registers of the employment exchanges should, therefore, be taken to indicate only a part of the total urban unemployment in the country.

Even in this limited context, the statistics given in the above table show that the total volume of unemployment in India is fairly large, and that it is gradually increasing. In 1947, for instance, the total number of persons on the live registers of the employment exchanges was only 2.4 lakhs. It has now increased to 17.6 lakhs.

The persons on the live registers of employment exchanges are classified into two categories—the educated and the uneducated. The term 'educated' is used to denote a person who has passed the matriculation or any other equivalent or higher examination. Statistics of educated unemployment were first collected in 1953 and they have since been compiled every quarter. This data is shown in Table No. 2.

The total number of educated unemployed has increased from 1.6 lakhs in 1953 to 5.7 lakhs in 1961. Of these unemployed people, the largest number is that of matriculates, and next in order come the intermediates. Among the graduates, the largest number is that of arts, science, commerce or law graduates. A few medical and engineering graduates are also registered. The usual experience, however, is that medical and engineering graduates register themselves with the employment exchanges immediately after passing their examination, and find a placement very soon afterwards.

TABLE NO. 2: EDUCATED UNEMPLOYED ON LIVE REGISTERS OF EMPLOYMENT EXCHANGES AT THE END OF THE YEAR

Year		Matri- culates	Inter- mediates	Graduates				Grand Total
				Engi- neering	Medical	Others	Total	
1953	..	1,25,289	17,344	1,087	225	19,231	20,543	1,63,176
1954	..	1,45,089	22,071	857	225	21,045	22,127	1,89,287
1955	..	1,64,061	25,872	628	179	25,417	26,224	2,16,157
1956	..	1,86,978	30,640	481	213	26,080	26,774	2,44,392
1957	..	2,36,509	38,762	511	171	31,605	32,287	3,07,558
1958	..	2,83,268	44,575	518	186	35,854	36,549	3,64,392
1959	..	3,44,329	49,141	598	143	38,900	39,641	4,33,111
1960	..	3,99,880	60,756	1,190	262	45,132	46,584	5,07,220
1961 (June)	..	4,47,137	69,740	939	226	49,505	50,670	5,67,547

Detailed studies of the educated unemployment have not been undertaken on a large scale. But one interesting study was made for unemployed graduates by the Ministry of Labour and Employment in 1958¹. The findings of the study have been reproduced in Table No. 2.

This study has been undertaken to examine into the pattern of unemployment among the graduates according to the degree they possess, the subject of specialization, the class obtained, the age distribution, their previous employment and their job preferences.

The problem has been examined with reference to graduates who were seeking employment through employment exchanges in the country on May 15, 1957. Particulars of 26,297 graduates were thus obtained from 151 employment exchanges of which a detailed analysis has been made of 25,785 graduates.

The following are the conclusions regarding the pattern of unemployment among graduates registered at employment exchanges:

¹ Ministry of Labour and Employment, 1958. *The Pattern of Graduate Unemployment*.

(a) A large number of unemployed graduates were registered in West Bengal, Uttar Pradesh, Bombay and Delhi. Among the graduates registered as unemployed, the problem of women graduates was the highest in Kerala State.

(b) Among graduates registered at employment exchanges 84 per cent held a Bachelor's degree in arts, science or commerce, consisting of 48.5 per cent B.A.'s, 22.7 per cent B.Sc.'s and 12.8 per cent B.Com.'s. Considering, however, the relative incidence of unemployment among degree holders based on the out-turn of universities, it was more acute among graduates with B.Com. and B.Com. (Hons.) degrees than B.Sc. and B.A. degrees.

(c) Among the unemployed graduates in arts, a large number had specialized in Economics, History, Politics and Philosophy. In a similar way, a large number of science graduates had specialized in the group of Physics, Chemistry and Mathematics. But the relative incidence of unemployment as between various subject groups has not been examined.

(d) Among unemployed graduates 2.3 per cent had secured first class degrees, 24.8 per cent second class degrees and the remaining 72.9 per cent third class degrees, including those who took degrees where no class was assigned. Considering, however, the relative incidence of unemployment among first class graduates, B.Com.'s were placed in a better situation than B.A.'s and B.Sc.'s.

(e) 34.6 per cent of the unemployed graduates were aged 25 years and above as compared to 25.2 per cent of all the applicants unemployed in the same age group.

(f) 76.7 per cent of the unemployed graduates had no previous employment and were looking for work for the first time. Only 23.3 per cent had reported previous employment. A high proportion of B.Sc.'s and B.Com.'s had previous employment as compared to B.Sc.'s.

(g) Among the graduates, 60.4 per cent sought employment in clerical posts, 19.5 per cent in professional and technical posts, 15.7 per cent in administrative and executive posts and 4.4 per cent in other types of jobs. Nearly 95 per cent of those seeking clerical posts were graduates with Bachelor's degree in arts, science or commerce.²

² *Ibid.* pp. 13-14.

ANNEXURE V

NATIONAL CADET CORPS

In the pre-independence period the country had some voluntary youth organizations with distinct military bias. University Officers Training Corps was the most important of them all. It consisted of college students who attended parades during the academic term and an annual training camp during vacations. The UOTC, however, was limited in its coverage and consequently could not serve the object of creating national consciousness among the country's youth on a wide scale and of providing a sufficient number of suitably qualified officers for the Armed Forces.

2. After the attainment of independence, the need was felt to establish, on a nation-wide basis, a cadet corps organization covering both schools and universities. It was realized that all training for the development of leadership and discipline should be done during the impressionable years of one's life before one's character is formed. A committee under the chairmanship of Pandit H. N. Kunzru was, therefore, constituted on 15th July 1946 to study these problems. Based on the committee's recommendations, the National Cadet Corps consisting of a Senior Division, a Junior Division and a Girls' Division was formed by an Act of Parliament in 1948 and the UOTC was abolished.

3. The aims and objects of the NCC are: (i) to develop character, comradeship, the ideal of service and capacity for leadership in young men and women; (ii) to provide service training to young men and women so as to stimulate their interest in the defence of the country; and (iii) to build up a reserve of potential officers to enable the Armed Forces to expand rapidly in a national emergency.

4. The Senior Division consisting of Army, Navy and Air Wings is confined to universities, colleges (post-matriculation classes) and technical institutions of collegiate status. Similarly, Junior Division troops are raised in schools. The Girls' Division consists of both Senior and Junior Division troops. Enrolment in the NCC is voluntary and the cadets have no liabilities for service.

5. The NCC organization made a good beginning but lack of

adequate funds made it difficult to expand sufficiently. Therefore, in 1953 the Government set up an organization within the NCC called the Auxiliary Cadet Corps, which is in fact an inexpensive complement of the Junior Division NCC. Similarly in 1960, the Government formed the NCC Rifles, in order to cover larger number of college students desirous of getting NCC training. The ACC and the NCC (Rifles) today have considerably outgrown in numbers their NCC counterparts.

6. The complement of officers in the NCC are from the ranks of teaching staff of the institutions where the units or sub-units are raised. Selected candidates are given three to four months' intensive pre-commission training and commissioned in the NCC if found fit. These officers are then responsible for the training and discipline of the cadets placed under their charge. They do only part-time work in the NCC for which they are given an honorarium. Regular service instructors are attached to assist them. NCC units are commanded by regular officers. Units in a State come under a Circle Headquarters. The NCC Directorate at New Delhi under the Ministry of Defence consisting of officers from all three services controls and administers the Corps.

7. Training is carried out only during term time but outside the academic curriculum. Four hours a week are devoted to training. Training syllabuses are expertly made with the assistance of service HQs and training is directed wholly towards the attainment of the aims laid down. The normal duration in the NCC may vary from two to three years. At the end of each year, proficiency certificates are awarded.

8. Besides training in colleges/schools, NCC officers and cadets attend two types of camps every year, *viz.*, annual training camps and combined cadre and social service camps. The cadets attend an annual training camp for ten to 14 days during the vacation period where intensive training under operational conditions is conducted. Training camps on an all-India basis are also held, which provide opportunities for cadets of one state to mix with cadets from other states, thus fostering unity.

9. The combined cadre and social service camps are held in community development blocks in cooperation with the local inhabitants. The aim is to develop team spirit, corporate life, self-confi-

dence, a spirit of social service and dignity of labour. The nature of work undertaken by boy cadets covers construction and repair of roads, building of small bridges and culverts, digging of channels for rain water, digging of trenches, improvement of wells and tanks, afforestation, etc. Social service by girl cadets includes medical aid, hygiene and sanitation, literacy drive, child welfare, sewing and knitting.

10. A Central Advisory Committee under the chairmanship of the Defence Minister advises the central government on all matters of policy. State Advisory Committees presided over by respective Ministers of Education advise the state governments on all matters pertaining to their responsibilities. In addition, meetings of State representatives consisting of Education Secretaries are held twice a year to discuss various problems concerning the NCC.

TABLE NO. 1 : YEAR-WISE GROWTH OF NCC, NCC (RIFLES) AND ACC

Year	NCC BOYS		NCC GIRLS		NCC (RIFLES)		ACC	
	Senior	Junior	Senior	Junior	Boys	Girls	Boys	Girls
31-3-49	..	14,275	24,630	..	..	..	..	..
31-3-50	..	21,223	37,170	270	..	..	..	..
31-3-51	..	22,628	44,070	270	..	..	..	..
31-3-52	..	22,768	41,160	270	..	..	..	..
31-3-53	..	26,168	51,546	420	..	..	66,339 ¹	..
31-3-54	..	28,470	44,757	660	..	..	85,970 ¹	..
31-3-55	..	38,217	54,858	2,670	2,760	..	247,376	33,462
31-3-56	..	48,274	64,596	3,150	4,950	..	592,194	66,963
31-3-57	..	55,766	72,441	4,620	7,230	..	608,992	62,112
31-3-58	..	66,633	78,330	5,790	9,660	..	719,687	75,625
31-3-59	..	72,710	89,691	9,045	16,965	..	761,006	77,301
31-3-60	..	93,738	114,140	9,540	18,000	52,408	3,361	893,005
31-3-61	..	110,821	130,185	9,990	19,440	225,515	10,926	908,287
								102,064

¹ No separate figures are available for boys and girls.

11. Expenditure on NCC is shared by the central and state governments in the ratio of 60:40. The *per capita* cost ranges from approximately Rs. 58 initial and Rs. 61 recurring to Rs. 103 initial and Rs. 115 recurring except in cases of technical units where the cost is more. The ACC is considerably cheaper.

12. Today NCC has over 15 lakhs of cadets, which covers approximately 45% of eligible college students and 35% of the school-going population. It is hoped to increase this by 1.6 lakhs each year during the current Five-Year Plan. The estimated expenditure during this period is Rs. 2,314 lakhs.

13. The Cadet Corps has not only maintained steady progress but has improved upon its past record. It has played its role of 'making and moulding' the youth and the results have been very encouraging.

ANNEXURE VI
BIBLIOGRAPHY

The books listed in this bibliography are divided into the following sections:

- I. Books dealing with education in India prior to 1947.
- II. Books dealing with education in India in the post-independence period—
 - A. General books: This section will include publications dealing with more than one aspect or more than one stage of Indian education.
 - B. Audio-visual education.
 - C. Basic education.
 - D. Cultural affairs.
 - E. Elementary or primary education.
 - F. Five-Year Plans.
 - G. Handicapped and maladjusted children.
 - H. Higher education.
 - I. Hindi and its development.
 - J. India and UNESCO.
 - K. Physical education and allied activities.
 - L. Rural education.
 - M. Sanskrit.
 - N. Scheduled castes, scheduled tribes and other backward communities.
 - O. Scholarships and fellowships.
 - P. Secondary education.
 - Q. Social education.
 - R. Teachers.
 - S. Technical education.
 - T. Textbooks.
 - U. Vocational guidance.
 - V. Women's education.

I. BOOKS DEALING WITH EDUCATION IN INDIA PRIOR TO 1947

Books

1. *Altekar, A. S.* Education in Ancient India, Nandkishore and Brothers, Banaras, 1951.
2. *Basu, A. N.* Adam's Reports, Calcutta University, 1941.
3. *Geay, F. E.* Indian Education in Ancient and Later Times, O.U.P. 1938.
4. *Law, N. N.* Promotion of Learning in India during Muhammadan Rule, Longmans Green and Co., 1916.
5. *Mookherjee, R. S.* Ancient Indian Education (Brahmanical and Buddhist), Macmillan and Co. Ltd., London, 1951.
6. *Mukherjee, S. N.* History of Education in India (Modern Period), Acharya Book Depot, Baroda, 1955.
7. *Nurullah, S. and Naik, J. P.* A History of Education in India, Bombay, Macmillan, 1951.
8. *Sen, J. M.* A History of Elementary Education in India, Calcutta, 1933.

Reports

1. Report of the Indian Education Commission, 1882.
2. Quinquennial Reviews of the Progress of Education in India issued in 1886-87, 1891-92, 1896-97, 1901-02, 1906-07, 1911-12, 1916-17, 1921-22, 1926-27, 1931-32, 1936-37, 1946-47 (decennial).
3. Report of the Calcutta University Commission, 1917-19.
4. Report of the Hartog Committee, 1928.
5. Post-War Educational Development in India, 1944.

II. BOOKS DEALING WITH EDUCATION IN INDIA IN THE POST-INDEPENDENCE PERIOD

A. *General Books*

The following are some of the more important publications that deal broadly with different aspects of education in India in the post-independence period.

1. *Shrimali, K. L.* Problems of Education in India, New Delhi, the Publications Division, 1961.

2. *Kabir, Humayun.* Education in New India. London, George Allen and Unwin, 1959.

3. *Mudaliar, A. Lakshmanaswami.* Education in India, Bombay, Asia Publishing House, 1960.

4. *Saiyidain, K. G.* Education, Culture and the Social Order, Bombay, Asia Publishing House, 1952.

5. Constitution of India (as amended up to 1961).

6. *Official Publications of the Ministry of Education.* The following publications of the *Ministry of Education* will be useful for getting an idea of the general educational development in the post-independence period.

(1) *Annual Reports of the Ministry of Education.* Issued every year from 1949-50 to 1960-61 (available both in English and Hindi).

(2) *Education in India.* This is published in two volumes. Volume I, which is largely descriptive, seeks to give a broad account of the progress made in different fields of education for the relevant year. Volume II is statistical and consists of all-India statistical tables.

Education in India, 1947-48 and 1948-49 (one volume only).

Education in India, 1949-50 to 1956-57 (two volumes each year).

(3) *Education in the States—A Statistical Survey.* This publication gives salient statistics about the development of education in the different states and consolidated statistics for the country as a whole. It has been issued annually from 1948-49 to 1958-59.

(4) *Review of Education.* This review is prepared for submission to the Annual Conference convened by the International Bureau of Education, Geneva. Reviews have been issued annually from 1949-50 to 1960-61.

(5) *Miscellaneous Reports.* These occasional publications include: (a) Education in Free India, 1947-48; (b) Seven Years of Freedom, 1954; and (c) Ten Years of Freedom, 1957.

(6) *Central Advisory Board of Education.* The proceedings of this premier advisory body deal with important educational problems. They are published separately every year, beginning with the sixth meeting held in Madras in 1941. The latest meeting for which proceedings are published is the twenty-eighth meeting held in New Delhi in 1961. In addition, the following publications may be consulted.

- (i) Reports of the Committees appointed by the CABE (1938-43).
- (ii) Reports of the Committees appointed by the CABE (1943-46).
- (iii) Report of the Committee on Medium of Instruction at the University Stage, 1958.
- (iv) Reports of the Committee on Ways and Means of Financing Educational Development in India (Kher Committee Report), 1950.
- (v) Report of the Committee on Religious and Moral Education, 1960.
- (vi) Silver Jubilee Souvenir of the CABE, 1960. This publication contains the addresses of Chairmen and proceedings of all meetings from the first to the twenty-seventh, both inclusive. It also contains a comprehensive bibliography of the publications of the Ministry of Education.
- (7) *Official Publications of the Ministry of Scientific Research and Cultural Affairs.* Since 1958 when this Ministry was created, the *Annual Reports* of the Ministry have been issued for 1958-59, 1959-60 and 1960-61.
- (8) *Official Publications of State Governments.* Every state government publishes an *Annual Report* on educational development within its area.
- (9) *Journals.* The following journals may be consulted.
 - (i) The Education Quarterly
 - (ii) Secondary Education
 - (iii) Youth
 - (iv) Indian Journal of Educational Administration and Research

All these journals are brought out by the Ministry of Education. Besides these, states also have a number of journals which are more or less local in character. Some of these are official e.g., *Shiksha* in Uttar Pradesh.

B. Audio-Visual Education

The following publications of the Ministry of Education may be referred to.

1. Proceedings of Audio-Visual Education Conference, 1953.

2. Proceedings of the All-India Teachers' Conference on Audio-Visual Education, July 1956.
3. Proceedings of the First Meeting of the National Board of Audio-Visual Education in India, 1953.
4. Proceedings of the Second Meeting of the National Board of Audio-Visual Education in India, 1960.

The National Institute of Audio-Visual Education has issued the following publications.

1. Audio-Visual Education—a Quarterly.
2. A Catalogue of Films, 1947-54. Besides, the Institute has also produced a large number of folders, charts, posters, portraits and study kits. It has also prepared 48 papers on different aspects of audio-visual education.

C. Basic Education

The following publications of the *Ministry of Education* may be referred to.

1. *Johnson, Phillis*. An Interpretation of Basic Education Principles for Kindergarten and Junior Classes of Elementary Schools, 1959.
2. Basic and Social Education, 1948.
3. Basic Education in India—Report of the Assessment Committee on Basic Education, 1956. Hindi Edition 1957.
4. Bibliography on Basic Education, 1956.
5. Concept of Basic Education, 1956.
6. *Ramachandran, G.* Orienting Primary Schools towards the Basic Pattern, 1957. Hindi Edition 1957.
7. Report of the Committee for the Integration of Post-Basic and Multipurpose Schools in India, 1960.
8. Seminar on Basic Education, 1957. Hindi Edition 1958.
9. Report of the Second National Seminar on Basic Education, 1958. Hindi Edition 1959.
10. Syllabus for Basic Schools, 1950. Hindi Edition 1957.
11. *Avinashilingam, T. S.* Understanding Basic Education. 1954.
12. Experiments in Primary and Basic Education, 1955.

The *National Institute of Basic Education* brings out the following publications.

1. *Buniyadi Talim*. This is a quarterly journal devoted to the discussion of problems of basic education.

2. *Basic Education Abstracts*. This is a half-yearly publication started in 1957 ; it lists all important articles appearing in educational journals etc., on the subject of basic education.

3. *Researches and Studies*. Four studies have been brought out so far: (i) Difficulties of Basic School Teachers ; (ii) Measuring Educational Potentialities of Crafts ; (iii) Targets for Craft Work ; and (iv) A Framework for Correlated Syllabus.

4. *Crafts for Basic Schools*. Six brochures have been brought out in this series: (i) Fibre Craft (English Edition) ; (ii) Tantu Udyog (Hindi Edition of the same) ; (iii) Elementary Bamboo Craft ; (iv) Elementary Doll-making ; (v) Paper Mache ; and (vi) Utilizing Waste Material.

5. *Reports and Brochures*. This includes (i) Administration of Basic Education ; (ii) Exhibitions in Basic Education ; (iii) Progress of Basic Education (1949-50 to 1955-56) ; (iv) Basic Activities for non-Basic Schools (available in English and Hindi) ; (v) Seminar on Educational Psychology ; (vi) Principles and Problems of Correlated Teaching ; (vii) Practice of Correlated Teaching ; (viii) A Framework of Correlated Syllabus ; (ix) Guide Book for Gardening and Agriculture ; and (x) Correlated Teaching (Grades I and II).

6. *Monographs*. The publications issued so far include (1) Utilizing Festivals for Education ; (2) Inspection of Basic Schools ; (3) Building up a Curriculum for Basic Schools ; (4) Evaluation in Basic Education ; (5) Research Problems in Basic Education ; (6) Buniyadi Shiksha aur Navin Samaj Vyavastha (Hindi) ; and (7) Buniyadi School aur Samaj Seva (Hindi).

D. Cultural Affairs

The following publications of the *Ministry of S. R. and C. A.* may be consulted.

1. *Directory of Museums in India*, 1959.
2. *Aspects of Theatre in India Today*, 1960.
3. *Bharatiya Rang Manch (Hindi)*, 1960.

4. The Way We Live—A Symposium, 1960.
5. Bharatiya Sahitya ki Moolbhoot Ekta (Hindi), 1960.
6. Sanskriti aur Jansandharan (Hindi), 1960.
7. *Journals and Periodicals.* (a) Cultural Forum (b) Sanskriti (Hindi) (c) Indian Museums Review.

E. Elementary or Primary Education

The following publications of the *Ministry of Education* may be consulted.

1. Report of the First National Seminar on the Training of Primary Teachers held at New Delhi, October 1960.
 2. Report of the Committee on the Relationship between the State Governments and Local Bodies in the Administration of Primary Education (Kher Committee), 1954.
 3. Naik, J. P. The Single-Teacher School, 1953.
 4. Planning Schools for India, 1959.
 5. Report of the First Meeting of the All-India Council for Elementary Education, 1958.
 6. A Brochure on Educational Survey of India, 1959.
 7. Report of the All-India Educational Survey, 1960.
- Other publications that may be consulted include:
8. Report of the Integration Committee for Primary Education, Bombay, 1960.
 9. Report of the COPP Team on Democratic Decentralization (The Balwantrao Mehta Committee), 1958.

F. Five-Year Plans

The following publications issued by the *Planning Commission* may be consulted.

1. The First Five-Year Plan (1951-52 to 1955-56).
2. The Second Five-Year Plan (1956-57 to 1960-61).
3. The Third Five-Year Plan (1961-62 to 1965-66).
4. Review of the First Five-Year Plan (1951-52 to 1955-56).

The following publications of the *Ministry of Education* may also be consulted.

1. Five-Year Plan—A Brief Review of Progress, 1955.
2. Five-Year Plan—A Brief Review of Progress during 1952-53 and 1953-54.

3. Progress of Pre-primary and Elementary (including Basic) Education in India during 1956-57 under the Second Five-Year Plan, 1959.

4. Statement Showing Progress of Expenditure on Central Education Schemes under the Second Five-Year Plan, 1957.

G. *Handicapped and Maladjusted Children*

The following publications of the *Ministry of Education* may be consulted.

1. Report of the Uniform Braille Code Committee, 1942.
2. Neglected and Delinquent Children and Juvenile Offenders in the States of the Indian Union, 1949.
3. Report on Delinquent Children and Juvenile Offenders in India, 1950.
4. Report on Delinquent Children and Juvenile Offenders in India, 1955.

H. *Higher Education*

The Report of the *University Education Commission* (1948-49) is one of the most important documents of the period (published by the Manager of Publications, Government of India, Delhi).

The following publications of the *University Grants Commission* may be consulted.

1. Annual Reports of the University Grants Commission 1956-57, 1957-58, 1958-59 and 1959-60.
2. Report on the Problem of the Medium of Instruction in the Universities and Colleges (Kunzru Committee Report), 1959.
3. Report of the Conference on Problems of Teaching English, 1959.
4. *Deshmukh, C. D.* In the Portals of Indian Universities—Convocation and Other Addresses, 1959.
5. The Report on the Panel on University Buildings—Hostels, 1960.
6. The Report on the Problem of Student Indiscipline in Indian Universities, 1960.
7. Report of the Seminar on National Integration, 1961.

The following publications of the *Ministry of Education* may be consulted.

1. Aims and Objectives of University Education in India, 1954.
2. *Mathai, Samuel*. Indian Universities, 1956.
3. Indian University Administration, 1958.
4. Higher Education in India, 1953.
5. Passes in Matriculation and other University Examinations in India, 1953.
6. Report of Banaras Hindu University Enquiry Committee, 1958.
7. Report of the Three-Year Degree Course Estimates Committee, 1958.
8. *Saiyidain, K. G.* The Humanities in University Education, 1957.
9. The Report of the Study Team on General Education, 1957.
10. *Humayun Kabir*. Letters on Discipline, 1956.
11. *Humayun Kabir*. Student Indiscipline, 1954.
12. *Directory of Institutions for Higher Education*. This publication, which was an annual feature between 1952 and 1959, is now being published biennially. It lists all the institutions for higher education in the country, whether affiliated to the statutory universities or not. It also gives information about the courses of study offered in each institution. Directories were issued annually during 1952 to 1959 and then in 1961.
13. *Education in Universities in India*.—This publication gives a brief statistical account of the progress of university education in India. It has been issued annually from 1947-48 to 1958-59.

I. *Hindi and Its Development*

The following publications of the *Government of India* may be consulted.

1. Report of the Official Language Commission, 1956.
2. Report of the Committee of Parliament on Official Language, 1958.

The following publications of the *Ministry of Education* may be consulted.

GENERAL

1. A Basic Grammar of Modern Hindi, 1957.
2. A Programme for the Development and Propagation of Hindi, 1957-58.
3. A Standard System of Roman Transliteration, 1959.
4. Propagation and Development of Hindi—A Review, 1956-57.
5. Basic Hindi Vocabulary (500 words), Revised Edition, 1958.
6. Basic Hindi Vocabulary (2,000 words), Revised Edition, 1958.
7. *Hindi Words Common to Other Indian Languages*.—The publications issued so far include Hindi—Assamese, Hindi—Bengali, Hindi—Gujarati, Hindi—Kashmiri, Hindi—Kannada, Hindi—Malayalam, Hindi—Marathi, Hindi—Oriya, Hindi—Punjabi, Hindi—Tamil and Hindi—Telugu.
8. Progress of Hindi in the States, 1957.
9. Programmes for the Development and Propagation of Hindi, 1955.
10. Propagation and Development of Hindi—A Review, 1956-57.
11. Conspectus of Principles Underlying the Preparation of Scientific Terminology, 1959.
12. Directive for Authors of Hindi Primers and Readers, 1959.
13. *List of Technical Terms in Hindi*. The terms prepared so far cover Advanced Accountancy and Auditing, Advanced Economic Theory and Thought, Agriculture, Botany, Chemistry, Commerce, Defence, Diplomacy, Economics, Educational Psychology, Education (General Terms), Engineering, General Administration, General Banking and Trade, General Meteorology, Hospitals, History, Pre-History, Information and Broadcasting, Labour Economics, Mathematics, Mathematics (Statistics, Calculus, Astronomy), Medicine, Meteorology, Overseas Communication Service, Philosophy, Physical Geology, Physical Geography, Physics, Posts and Telegraphs, Railways, Stenotyping, Transport, Shipping, Tourism, Zoology, Engineering (Building Materials), General Administration (Designations).

14. *Technical Terms in Hindi for Secondary Schools*. The terms prepared so far cover Agriculture, Botany, Chemistry, Mathematics, Commerce, Social Sciences, Physics.

15. *Hindi Typewriter and Teleprinter*. Report of the Hindi Typewriter and Teleprinter Committee, Parts I and II, 1957-58.

J. *India and UNESCO*

The following publications of the *Ministry of Education* may be consulted.

1. First Conference of the Indian National Commission for Cooperation with UNESCO, 1954.

2. India and UNESCO—Speech by K. G. Saiyidain, 1957.

3. Proceedings of the First, Second and Third Conference of the Indian National Commission for Cooperation with UNESCO held in 1956, 1958 and 1960.

4. UNESCO Projects in India, 1953.

K. *Physical Education and Allied Activities*

The following publications of the *Ministry of Education* may be consulted.

PHYSICAL EDUCATION

1. A National Plan of Physical Education and Recreation, 1956.

2. A Plan for National Physical Efficiency Drive, 1958.

3. A Suggested Syllabus of Physical Education for Boys, 1956.

4. A Suggested Syllabus of Physical Education for Girls, 1956.

5. All-India Seminar on Physical Education for the Principals of Physical Education Institutions, 1956.

6. All-India Seminar on Physical Education for State Inspectors and University Directors, 1959.

7. Norms for Physical Efficiency Tests for Boys and Girls, 1956.

SOCIAL SERVICE

8. Report of the National Service Committee, 1960.

9. Labour and Social Service Camps, 1954-55.

SPORTS

10. Constitution of the State Sports Council, 1956.
11. Model Constitution for Sports Federations, 1956.
12. Report of the *Ad Hoc* Inquiry Committee on Games and Sports, 1959.

YOUTH WELFARE

13. *Sondhi, G. D.* A Plan for Youth Welfare, 1956.
14. Report on the First Inter-University Youth Festival, 1955.
15. The Second Inter-University Youth Festival, 1955.
16. Report of the Fifth Inter-University Youth Festival, 1959.

L. *Rural Education (including Rural Higher Education)*

1. *Dawson, J. D.* An Appraisal of Rural Higher Education in India, 1960.
2. Handbook of Suggestions for Teachers in Small Rural Schools, 1954.
3. Proceedings of the First Meeting of the National Council for Rural Higher Education, 1956.
4. Proceedings of the Fourth Meeting of the National Council for Rural Higher Education, 1959.
5. *Naik, J. P.* Research and Experiments in Rural Education, 1953.
6. Rural Higher Educational Annual, 1958.
7. Rural Institutes: A Report of the Committee on Higher Education, 1955.
8. Report of the Rural Education Committee, 1959.
9. *Pires, E. A.* The Rural Primary Teacher, 1955.
10. *Smith, D. Louise.* The Rural Institutes of Higher Education, 1958.

M. *Sanskrit*

In recent years, the *State Governments* have appointed committees to examine and report on different aspects of Sanskrit education and research. These are:

1. Report of the Sanskrit College Syllabus Revision Committee, Government of United Provinces, 1938.

2. Report of the Sanskrit Reorganization Committee, Bihar, 1939.
3. Report of the Sanskrit Pathasala Reorganization Committee, Government of Uttar Pradesh, November 1947 (Report published in March 1950).
4. Report of the Sanskrit Education Committee, Government of West Bengal, 1948.
5. Report of the Committee on Education, Travancore, October 1948 (Report published in 1949).
6. Sanskrit Entrance Examination Reorganization Committee, Madras 1949.
7. Report of the Sanskrit Pathasala Reorganization Committee, Government of Bombay, 1950.
8. Committee for Educational Reforms, Mysore (Report submitted in February 1953).
9. Report of the Punjab State Sanskrit Committee, 1954 (Report submitted in April 1956).
10. Report of the Committee for Reorganization of Sanskrit Institutions, Madhya Pradesh, 1955.
11. Report of the Sanskrit Samiti, Government of Rajasthan, 1955-56.

The Report of the Sanskrit Commission appointed by the Government of India (1956-57) is a comprehensive and important document on the subject (copies available from the Manager of Publications, Delhi).

N. Scheduled Castes, Scheduled Tribes & Other Backward Classes

The following publications of the *Government of India* (copies available from the Manager of Publications, Delhi) may be consulted.

1. Report of the Backward Classes Commission, 1955.
2. Report of the Commissioner for Scheduled Castes and Scheduled Tribes (issued annually from 1951-52 to 1960-61).
3. Report of the Special Multipurpose Tribal Blocks Committee, 1959.
4. Report of the COPP Team on Social Welfare and Welfare of the Backward Classes, 1959.

O. Scholarships and Fellowships

The following publications of the *Ministry of Education* may be consulted.

1. Decentralization of the Scheme of Post-matric Scholarships for the Scheduled Castes, Scheduled Tribes and Other Backward Classes, 1959.
 2. General Cultural Scholarships Scheme—Information for Students, 1951.
 3. Government of India Scholarships in India, 1957.
 4. Partial Financial Assistance Schemes for students who have already proceeded abroad, 1955.
 5. Report of the Central Selection Board, Overseas Scholarships Scheme for the Selection of Candidates for Higher Technical Education under the Modified Overseas Scholarships Scheme, 1949-50 and 1950-51, 1951.
 7. Report of the General Cultural Scholarships Scheme, 1949-50, 1951.
 8. Report of the Overseas Scholarships Committee, 1949.
 9. Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes, 1952, 1954, 1955, 1957.
 10. Scholarships for Studies Abroad: Schemes Administered by the Union Ministry of Education, 1957. Revised Edition 1960.
- The *Ministry of S.R. and C.A.* has brought out a publication: Scholarships for Study Abroad and at Home, 1960.

P. Secondary Education

The following publications of the *Ministry of Education* may be consulted.

1. A New Deal for Secondary Education, 1953.
2. A Plan of Secondary Education, 1955.
3. Pires, E. A. Experiments in Secondary Education, 1956.
4. Headmasters on Secondary Education, 1960.
5. New Pattern of Secondary Education, 1960.
6. Report of the Secondary Education Commission, 1954-1956.
7. Report of the Committee on Secondary Education in India, 1948.
8. Self-Reform in Schools: A Report by Working Educators, 1955.

The following publications have been brought out by the *All-India Council for Secondary Education* and the *Directorate of Extension Programmes for Secondary Education*.

1. A Venture of Faith: A Review of the Activities of the All-India Council for Secondary Education during 1955-58.
2. Report of the Seminar on Examinations held at Bhopal from February 22 to 29, 1956.
3. Examinations: Recommendations of the Bhopal Seminar on Examinations.
4. Reform of Examinations: Vigyan Bhavan Conference, April 1957.
5. A Directory of Post-Graduate Teacher Training Institutions in India, 1957.
6. Report of the Seminar on Educational Administration held at Srinagar from June 21 to 26, 1956.
7. Educational Seminars: Aims and Organization.
8. Proceedings of the First to Eighth Meetings of the All-India Council for Secondary Education, 1955-58.
9. Evaluation in General Science, 1960.
10. Evaluation in Social Studies, 1960.
11. Concept of Evaluation in Education, 1960.
12. Specimen Test Items for Secondary Schools, 1961.
13. Studies on Internal Assessment in Secondary Schools, 1961.
14. Report of the Seminar on Research in Educational Evaluation, 1960.
15. The Position of English Teaching in the States of India, 1961.
16. Position of Science Teaching in the States, 1961.
17. Progress of Examination Reform, 1961.
18. Bibliography of Educational Evaluation, 1961.
19. Teaching of Agriculture in the Multipurpose Schools, 1960.
20. Teaching Commerce in Secondary Schools, 1960.
21. Report of the Seminar-cum-Training Course for Teachers of Multipurpose Schools held at Taradevi in May 1960.
22. Proceedings of the First and Second Meetings of the reconstituted All-India Council for Secondary Education, 1959-60.

23. Extension Services Project in India, 1961.
24. Extension Centres: Highlights of Programmes, 1961.
25. Draft Syllabuses for Higher Secondary Schools.
26. The Teaching of Social Studies: Report of All-India Seminar held at Saidapet, January 1957.
27. Proceedings of the First All-India Seminar on the Teaching of Science in Secondary Schools held at Taradevi, June 1956.
28. Evaluation in Secondary Schools: A Summary of the Theory and Practices of Evaluation developed in a series of workshops under the direction of Dr. S. B. Bloom.
29. General Science in Higher Secondary Schools.
30. The Teaching of Mathematics in Secondary Schools: Report of the Seminar held at Ahmedabad, October 1957.
31. The Teaching of English in Secondary Schools: Report of All-India Seminar held at Nagpur, December 1957.
32. *Rajammal P. Devadas*. Teaching Home Science in Secondary Schools: Handbook of Suggestions for Teachers, December 1958.

Q. Social Education (including Libraries)

The following publications of the *Ministry of Education* may be consulted.

SOCIAL EDUCATION

1. All-India Report of Social Education, 1947-51, 1953.
2. Basic and Social Education, 1948.
3. *Sohan Singh*. Social Education in India, 1956.
4. Teachers' Handbook of Social Education, 1952.
5. Bibliography of Literature in Hindi for Neo-literates, 1955.
6. Writing Books for Adults—Literature for Neo-literates, 1952.

LIBRARIES

7. Libraries in India, 1952.
8. Report of the Advisory Committee for Libraries, 1959.
9. *Smeaton, J.* School Libraries, 1958.

The following books of the *Ministry of Community Development and Cooperation* may be consulted.

1. Manual on Social Education.
2. Manual on Youth Organizations.
3. Adult Education in Villages.
4. School Teacher as Adult Education Worker.
5. School as Community Centre.
6. Library Services in Rural Areas.
7. Mahila Mandals.

R. Teachers

The following publications of the *Ministry of Education* may be consulted.

1. A Draft Syllabus for Secondary Teacher Training, 1959.
2. *Shrimali, K. L.* Better Teacher Education, 1954.
3. *Menon and Kaul.* Experiments in Teacher Training, 1954.
4. *Lawrence, H. S. S.* In-Service Teacher Education, 1956.
5. Syllabus for Emergency Teacher Training under the Second Five-Year Plan, 1955.
6. National Awards for Teachers 1959-60—Citations, 1960.
7. *Pires, E. A.* Attitude of Student-Teachers Towards Children's Behaviour, 1952.
8. *Panandikar, S.* The Teacher in India Today, 1957.
9. *Menon, Rabindra.* The Teacher and the Parent, 1959.
10. Scales of Pay of Primary and Secondary Teachers in India, 1950-51, 1952.
11. The Teacher We Need in India—A Symposium, 1956.

S. Technical Education

The following publications of the *Ministry of Education* may be consulted.

1. Proceedings of the Meetings of the All-India Council of Technical Education from the First Meeting held in 1946 to the Tenth Meeting held in 1957.
2. Development of Higher Technical Institutions in India (Report of Sarkar's Committee), 1946.
3. Facilities for Technical Education in India, 1948.

4. Proceedings of the First and Second Meetings of the All India Board of Technical Studies in Architecture and Regional Planning held in August 1946 and July 1947 at New Delhi, 1949.

5. Proceedings of the First and Second Meetings of the All India Board of Technical Studies in Textile Technology held at Bombay in December 1946 and August 1947, 1949.

6. Report of the Technical Education Committee of the C.A.B.E. 1943 together with the decisions of the Board thereon, 1944.

7. *Chandramani, G. K.* Technological Education, 1956.

The Ministry of S.R. and C.A. has brought out the following publications since 1958.

1. Further Expansion of Technical Education under the Second Five-Year Plan, 1958.

2. Town Planning in India—Status and Education, 1958.

3. Report of the Indian Management Education Study Team, 1959.

4. Facilities for Technical Education in India, 1960.

5. Proceedings of the All-India Council for Technical Education. Proceedings have been published separately for each meeting from the eleventh to the thirteenth, 1958-60.

6. Report of Assessment Committee on Vijnan Mandirs, Volumes I and II, 1960.

7. Studies in Theoretical Physics, Parts I-III, 1960.

8. Report of the Reviewing Committee on the Indian Institute of Technology, Kharagpur, 1961.

T. Textbooks

The following publications of the *Ministry of Education* may be consulted.

1. Textbook Selection Procedures in India, 1957.

2. State Textbook Production in India, 1959.

U. Vocational Guidance

The following publications of the *Ministry of Education* may be consulted.

1. A Manual of Educational and Vocational Guidance—An Elementary Guide for Teacher Counsellors in Secondary Schools, 1957.

2. Minutes of the Workshop on Educational/Vocational Guidance, 1955.

3. Proceedings of the Working Conference on Educational and Vocational Guidance in Multipurpose Schools, June 1956.

4. Report of the Committee in regard to Methods of Selecting Pupils for Higher Education and advising them in regard to Careers, 1946.

V. *Women's Education*

The following publications of the *Ministry of Education* may be consulted.

1. Education of Girls and Women in India, 1952.
2. Report of the National Committee on Women's Education 1959.
3. Report of the Women's Education Committee on Primary Education of Girls in India, 1936.
4. The National Council for Women's Education—First Annual Report, 1959-60.

ANNEXURE VII

ALL-INDIA EDUCATIONAL STATISTICAL TABLES

TABLE NO. 1: GROWTH OF POPULATION IN INDIA (1901-1961)

State	Total population in lakhs with decennial percentage variations						
	1901	1911	1921	1931	1941	1951	1961
Andhra Pradesh	..	214.47 +12.49%	214.20 -0.13%	242.03 +12.99%	272.89 +12.75%	311.15 +14.02%	350.83 +15.65%
Assam	..	43.34 +16.73%	51.58 +19.01%	61.66 +19.54%	74.03 +20.08%	88.31 +19.28%	118.73 +34.45%
Bihar	..	283.15 +3.67%	281.27 -0.66%	313.48 +11.45%	351.72 +12.20%	387.84 +10.27%	464.56 +19.78%
Gujarat	..	98.04 +7.79%	101.75 +3.79%	114.90 +12.92%	137.02 +19.25%	162.63 +18.69%	206.33 +26.83%
Jammu and Kashmir	..	22.93	24.24 +5.75%	26.70 +10.14%	29.47 +10.36%	32.54 +10.42%	35.61 +9.94%
Kerala	..	71.48 +11.75%	78.02 +9.16%	95.07 +21.85%	110.32 +16.04%	135.49 +22.82%	169.04 +24.76%
Madhya Pradesh	..	194.41 +15.30%	191.72 -1.38%	213.56 +11.39%	239.91 +12.34%	260.72 +8.67%	323.72 +24.17%
Madras	..	209.03 +8.57%	216.29 +3.47%	234.72 +8.52%	262.68 +11.91%	301.19 +14.66%	336.87 +11.85%
Maharashtra	..	214.75 +10.74%	208.50 -2.91%	239.59 +14.91%	268.33 +11.99%	320.03 +19.27%	395.54 +23.60%
Mysore	..	135.25 +3.60%	133.78 -1.09%	146.33 +9.38%	162.55 +11.09%	194.02 +19.36%	231.87 +21.17%
Orissa	..	113.79 +10.44%	111.59 -1.94%	124.91 +11.94%	137.68 +10.22%	146.46 +6.38%	175.49 +19.82%

TABLE NO. 1: GROWTH OF POPULATION IN INDIA (1901-1951)—Contd.

State	Total population in lakhs with decennial percentage variations									
	1901	1911	1921	1931	1941	1951	1951	1951	1951	1951
Punjab	..	132.66	119.45 -9.96%	124.65 +4.35%	136.67 +9.64%	161.01 +17.81%	161.35 +0.21%	203.07 +25.86%	203.07 +25.86%	203.07 +25.86%
Rajasthan	..	102.94	109.84 +6.70%	102.93 -6.29%	117.48 +14.14%	138.64 +18.01%	159.71 +15.20%	201.76 +26.20%	201.76 +26.20%	201.76 +26.20%
Uttar Pradesh	..	486.25	481.52 -0.97%	466.70 -3.08%	497.77 +6.66%	565.32 +13.57%	632.16 +11.82%	737.46 +16.06%	737.46 +16.06%	737.46 +16.06%
West Bengal	..	169.42	180.01 +6.25%	174.76 -2.91%	188.99 +8.14%	232.32 +22.39%	263.02 +13.22%	349.26 +32.79%	349.26 +32.79%	349.26 +32.79%
A. & N. Islands	..	0.25	0.26 +7.34%	0.27 +2.37%	0.29 +8.78%	0.34 +14.61%	0.31 -8.28%	0.63 +105.19%	0.63 +105.19%	0.63 +105.19%
Delhi	..	4.06	4.14 +1.98%	4.88 +18.03%	6.36 +30.26%	9.18 +44.27%	17.44 +90.00%	26.39 +52.44%	26.39 +52.44%	26.39 +52.44%
Himachal Pradesh	..	8.44	8.77 +3.82%	8.90 +1.54%	9.54 +7.22%	10.38 +8.84%	11.09 +4.89%	13.51 +21.78%	13.51 +21.78%	13.51 +21.78%
L. M. & A. Islands	..	0.14	0.15 +4.85%	0.14 -6.31%	0.16 +17.62%	0.18 +14.43%	0.21 +14.60%	0.24 +14.60%	0.24 +14.60%	0.24 +14.60%
Manipur	..	2.84	3.46 +21.71%	3.84 +10.92%	4.46 +16.04%	5.12 +14.92%	5.78 +12.80%	7.80 +35.04%	7.80 +35.04%	7.80 +35.04%
Tripura	..	1.73	2.30 +32.48%	3.04 +32.59%	3.82 +25.63%	5.13 +34.14%	6.39 +24.56%	11.42 +78.71%	11.42 +78.71%	11.42 +78.71%
INDIA*	..	2353.18†	2510.51 5.70%	2503.05 -0.30%	2778.50 11.01%	3171.12 14.23%	3597.3 13.34%	1372.13 21.55%	1372.13 21.55%	1372.13 21.55%

*Excludes Dadra and Nagar Haveli; Goa, Daman & Diu; N.E.F.A.; N.H.T.A. and Pondicherry.

†Excludes Jammu and Kashmir.

TABLE NO. 2 AREA AND POPULATION FOR CENSUS

State	Area in sq. miles	Population			Density per sq. mile	Percentage of pop- ulation in	
		Male	Female	Total		urban areas	rural areas
Figures in lakhs							
Andhra Pradesh	106,286	181.61	178.22	359.83	339	62.74	797.09
Assam	.. 47,091	63.82	55.45	188.73	252	17.44	(82.56%)
Bihar	.. 67,196	233.02	231.54	464.56	691	9.13	(90.87%)
Gujarat	.. 72,245	106.34	99.99	206.33	286	(7.69%)	92.31
Jammu and Kashmir	N.A.	18.97	16.64	35.61	N.A.	39.14	(4.32%)
Kerala	.. 15,002	83.62	85.42	169.04	1,127	(8.43%)	91.57
Madhya Pradesh	.. 171,217	165.78	157.94	323.72	189	53.16	153.17
Madras	.. 50,331	169.11	167.76	336.87	669	(25.76%)	74.24
Maharashtra	.. 118,717	204.29	191.25	395.54	333	5.93	(94.07%)
Mysore	.. 74,210	120.41	115.46	235.87	318	(16.65%)	83.35
Orissa	.. 60,164	87.71	87.78	175.49	292	23.34	143.15
Punjab	.. 47,205	108.92	94.15	203.07	430	(15.11%)	88.06
Rajasthan	.. 132,152	105.64	95.92	201.56	153	46.27	217.45
Uttar Pradesh	.. 113,654	386.34	351.12	737.46	649	14.29	(85.71%)
West Bengal	.. 33,829	185.99	163.27	349.26	1,032	(10.91%)	240.06
A. & N. Islands	.. 3,215	0.39	0.24	0.63	20	26.09	73.91
Delhi	.. 573	14.90	11.69	26.59	4,640	111.63	293.91
Himachal Pradesh	10,885	7.03	6.48	13.51	124	28.23	71.77
L. M. & A. Islands	11	0.12	0.12	0.24	2,192	52.67	183.20
Manipur	.. 8,628	3.87	3.93	7.80	90	(22.33%)	77.67
Tripura	.. 4,036	5.91	5.51	11.42	283	11.10	164.89
INDIA†	.. 11,36,647	2,253.25	2,119.88	4,373.13	385*	(6.33%)	93.67
						787.22	3585.91
						(18.00%)	(82.00%)

*Excludes Dadra & Nagar Haveli; Goa, Daman & Diu; Jammu & Kashmir.

†Excludes Dadra and Nagar Haveli; Goa, Daman & Diu; N.E.F.A.; N.H.I.A. and Pondicherry.

TABLE NO. 3. NATIONAL INCOME, 1948-49 TO 1959-60.

Year	Net national output (Rs. in 100 crores)		Per capita net output in Rs.		Index number of net output with 1948-49 as base		Index number of net output with 1948-49 as base		Index number of per capita net output with 1948-49 as base	
	at current prices	at 1948-49 prices	at current prices	at 1948-49 prices	at current prices	at 1948-49 prices	at current prices	at 1948-49 prices	at current prices	at 1948-49 prices
1948-49	86.5	86.5	246.9	246.9	100.0	100.0	100.0	100.0	100.0	100.0
1949-50	90.1	88.2	253.9	248.6	104.2	102.0	102.8	100.7	102.8	100.7
1950-51	95.3	88.5	265.2	246.5	110.2	102.3	107.5	99.8	107.5	99.8
1951-52	99.7	91.0	274.2	250.3	115.3	105.2	111.1	101.4	107.4	103.6
1952-53	98.2	94.6	265.4	255.7	113.5	109.4	112.6	107.8	101.4	101.4
1953-54	104.8	100.3	278.1	266.2	121.2	116.0	118.8	108.5	103.3	103.3
1954-55	96.1	102.8	250.3	267.8	111.1	118.8	121.2	114.8	113.2	113.2
1955-56	99.8	104.8	255.0	267.8	115.4	121.2	127.2	116.3	122.7	115.5
1956-57	113.1	110.0	283.4	275.6	130.8	127.2	134.7	122.7	122.4	122.4
1957-58	113.9	108.9	279.6	267.4	131.7	125.9	134.7	122.7	122.4	122.4
1958-59	126.0	116.5	303.0	280.2	145.7	134.7	134.7	122.7	122.4	122.4
1959-60	128.4	117.6	302.3	276.9	148.4	134.0	134.0	122.7	122.4	122.4

TABLE NO. 1. PROPORTION OF LITERATE POPULATION

State	1951			1961		
	Men	Women	All persons	Men	Women	All persons
Andhra Pradesh ..	19.7	6.5	13.1	29.7	11.8	20.8
Assam ..	27.4	7.9	18.3	35.5	14.4	25.0
Bihar ..	20.5	5.9	12.2	29.6	8.8	18.2
Gujarat ..	32.3	15.5	23.1	40.8	19.1	30.3
Jammu & Kashmir ..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Kerala ..	50.2	31.5	40.7	54.2	38.4	46.2
Madhya Pradesh ..	16.2	5.2	9.8	26.7	6.4	16.9
Madras ..	31.7	10.0	20.8	43.0	17.5	30.2
Maharashtra ..	31.4	9.7	20.9	41.8	10.7	29.7
Mysore ..	29.1	9.2	19.3	36.0	14.2	25.3
Orissa ..	27.9	4.5	15.8	34.4	8.6	21.5
Punjab ..	21.0	8.5	15.2	32.4	15.7	23.7
Rajasthan ..	14.4	5.0	8.9	22.8	5.7	14.7
Uttar Pradesh ..	17.4	5.6	10.8	26.7	7.5	17.5
West Bengal ..	31.2	12.2	24.0	40.0	18.8	29.1
A. & N. Islands ..	34.2	12.5	25.8	42.4	19.4	33.6
Delhi ..	45.0	32.5	38.4	58.9	41.1	51.0
Himachal Pradesh ..	12.6	2.4	5.7	22.6	7.6	14.6
I. M. & A. Islands ..	25.6	8.3	16.2	33.9	15.6	24.3
Manipur ..	N.A.	N.A.	N.A.	N.A.	N.A.	26.4
Tripura ..	22.3	8.0	15.5	32.2	11.4	22.2
N.E.F.A. ..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pondicherry ..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
TOTAL ..	24.9*	7.9*	16.6*	33.9	12.8	23.7

*Excludes Jammu & Kashmir.

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TABLE NO. 7: NUMBER OF SCHOLARS BY STAGES

Year	In collegiate stage	In high stage	In middle stage	In primary stage	In professional colleges	In special schools	Total*	In un-recognized institutions	Total re-recognized plus un-recognized
1881-82	..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	26,43,978
1886-87	..	N.A.	N.A.	N.A.	N.A.	N.A.	29,70,859	3,72,685	33,43,544
1891-92	..	12,985	1,30,991	31,21,522	3,292	21,732	33,48,910	5,07,911	38,56,821
1896-97	..	14,420	62,706	1,50,117	35,32,157	4,363	37,88,382	5,68,488	43,56,870
1901-02	..	17,651	82,312	1,80,570	35,64,122	5,358	38,86,493	6,35,407	45,21,900
1906-07	..	18,918	1,09,625	2,05,429	43,36,154	6,250	47,44,480	6,44,152	53,88,632
1911-12	..	29,648	1,41,695	2,76,401	54,94,416	6,636	61,28,725	6,51,986	67,80,721
1916-17	..	46,468	2,16,160	3,85,372	64,04,200	11,504	72,07,308	6,44,638	78,51,946
1921-22	..	45,175	2,18,606	4,34,810	68,97,233	13,662	77,42,225	6,39,125	83,81,350
1926-27	..	70,428	2,77,970	7,13,939	91,20,458	17,951	1,05,29,350	6,28,146	1,11,57,496
1931-32	..	79,139	3,44,758	9,80,514	1,04,27,980	18,392	1,21,22,466(a)	6,44,071	1,27,66,537
1936-37	..	95,945	4,32,038	11,42,254	1,14,65,709	21,311	1,34,34,382(b)	7,11,656	1,41,46,038
1941-42	..	1,18,754	16,98,874	(c)	1,31,05,618	26,991	1,54,41,177(d)	5,52,010	1,59,93,187
1946-47	..	1,93,402	8,70,812	20,36,109	1,41,03,418	44,114	1,77,50,263(e)	4,96,521	1,82,46,784

*Excludes students studying in University Teaching Departments

(a) Includes 589 scholars whose stagewise enrolment is not available.

(b) Includes 139 students studying classics whose stagewise distribution is not available.

(c) Included under high school stage.

(d) Includes 12,532 scholars whose stagewise enrolment is not available.

(e) Includes 1,461 scholars whose stagewise enrolment is not available.

TABLE NO. II. TOTAL EDUCATIONAL EXPENDITURE BY SOURCES
(1901-1947)

Year	Govern- ment funds	District boards funds	Municipal boards funds	Fees	Other sources	Total
Figures in lakhs of rupees						
1901-02	65.57 (40.70%)	26.48 (16.44%)	4.11 (2.55%)	37.86 (23.50%)	27.08 (16.85%)	161.10
1906-07	85.61 (33.92%)	37.14 (14.71%)	12.06 (4.76%)	65.40 (25.87%)	52.41 (20.72%)	252.42
1911-12	88.13 (28.89%)	53.95 (17.68%)	14.10 (4.62%)	88.75 (29.01%)	60.47 (19.81%)	305.20
1916-17	95.23 (27.02%)	57.46 (16.30%)	14.97 (4.25%)	106.11 (30.11%)	78.68 (22.32%)	352.45
1921-22	102.79 (25.62%)	58.87 (14.67%)	15.38 (3.83%)	126.88 (31.63%)	97.29 (24.20%)	401.21
1926-27	184.98 (33.1%)	91.16 (16.3%)	20.21 (3.6%)	148.21 (26.5%)	114.48 (20.5%)	559.04
1931-32	269.59 (34.3%)	105.80 (13.5%)	29.84 (3.8%)	219.09 (27.9%)	161.61 (20.5%)	785.94
1936-37	391.63 (34.7%)	173.79 (15.4%)	49.39 (4.4%)	318.71 (28.2%)	195.31 (17.3%)	1128.83
1941-42	902.30 (49.1%)	168.26 (9.2%)	79.05 (4.3%)	380.09 (20.7%)	307.83 (16.7%)	1837.53
1946-27	1193.33 (48.5%)	242.70 (9.9%)	123.21 (5.0%)	521.27 (21.2%)	377.97 (15.4%)	2458.48
1931-32	1246.01 (45.8%)	280.01 (10.3%)	158.17 (5.8%)	622.70 (22.9%)	411.68 (15.2%)	2718.57
1936-37	1236.35 (44.1%)	256.85 (9.2%)	177.64 (6.3%)	710.56 (25.3%)	424.29 (15.1%)	2805.69
1941-42	1351.73 (43.8%)	263.27 (8.5%)	189.85 (6.2%)	854.58 (27.7%)	426.37 (13.8%)	3085.80
1946-47	2595.89 (45.3%)	518.67 (8.7%)	321.54 (5.8%)	1522.22 (25.6%)	807.81 (14.6%)	5766.13

NOTE: Figures in parentheses indicate percentages.

TABLE NO. 9: TOTAL EDUCATIONAL EXPENDITURE BY OBJECTS (1881-1947)

(In lakhs of Rupees)

Year	Universities	Boards of intermediate and secondary education	Arts colleges	Professional and special colleges	Secondary schools	Primary schools	Training schools	Other special schools	Direction	Inspection	Scholarships	Buildings furniture and apparatus	Miscellaneous	Total
1881-82	1.63	..	13.32	..	39.12	70.87	..	4.53	2.74	13.54	3.99	8.38	2.98	161.10
1886-87	3.69	..	16.49	6.00	80.95	81.24	5.44	8.19	3.07	16.84	6.28	18.45	5.78	252.42
1891-92	4.73	..	20.44	8.29	98.96	96.14	6.68	10.43	3.39	19.11	7.27	21.82	7.94	305.20
1896-97	6.71	..	23.70	9.01	114.52	110.89	7.49	11.78	3.80	20.57	7.98	23.70	12.30	352.45
1901-02	7.72	..	26.01	11.97	126.84	118.76	7.16	15.64	3.92	21.53	9.12	25.73	26.81	401.21
1906-07	10.38	..	30.67	16.60	150.88	155.53	11.78	23.22	5.68	30.82	10.55	67.12	45.81	559.04
1911-12	15.88	..	47.99	22.53	207.89	207.26	18.54	35.20	6.89	40.86	13.40	97.30	72.19	785.93
1916-17	25.52	..	71.04	35.99	319.29	293.13	28.64	44.77	8.92	49.65	21.66	137.09	93.13	1128.83
1921-22	73.41	..	110.42	59.78	487.27	509.08	58.64	78.37	13.99	79.36	31.76	197.61	137.84	1837.53
1926-27	100.54	..	145.85	76.36	661.95	695.22	56.31	116.61	15.55	87.47	(a)	277.25	225.37	2458.48
1931-32	132.08	3.24	166.62	81.38	813.00	812.60	55.95	130.00	17.20	96.87	(a)	181.97	227.66	2718.57
1936-37	126.03	4.36	196.19	77.92	881.47	837.78	46.61	126.66	18.63	98.49	(a)	152.84	238.71	2805.69
1941-42	154.46	5.20	241.24	90.40	927.22	949.52	51.11	140.88	17.56	98.22	..	156.58	253.41	3085.80
1946-47	229.77	9.74	439.15	186.59	1702.30	1848.53	91.01	255.56	(b)	182.38	(a)	284.53	536.57	5766.13

(a) Included under Miscellaneous as separate figures are not available.

(b) Included under Inspection.

TABLE NO. 10: SELECTED AVERAGES AND PERCENTAGES ON EDUCATION IN INDIA (1881-82 TO 1946-47)

Year	Percentage of total educational enrolment to the total population	Total educational expenditure per head of the population	Percentage of literacy (all India)			Percentage in educational expenditure				Other sources
			Men	Women	Total	State funds	District board funds	Municipal board funds	Fees	
1881-82	..	Rs. 1.3	..	..	..	40.7	16.4	2.6	23.5	16.8
1886-87	..	0.12	..	..	..	33.9	14.7	4.8	25.9	20.7
1891-92	..	0.13	..	..	..	28.9	17.7	4.6	29.0	19.8
1896-97	..	0.15	..	..	..	27.0	16.3	4.3	30.1	22.3
1901-02	..	0.17	12.9	0.9	7.0	25.6	14.7	3.8	31.6	24.3
1906-07	..	0.23	..	..	..	33.1	16.3	3.6	26.5	20.5
1911-12	..	0.31	14.0	1.3	7.8	34.3	13.5	3.8	27.9	20.5
1916-17	..	0.46	..	..	..	34.7	15.4	4.4	28.2	17.3
1921-22	..	0.74	16.1	2.3	9.4	49.1	9.1	4.3	20.7	16.8
1926-27	..	0.99	..	..	..	48.5	9.9	5.0	21.2	15.4
1931-32	..	1.00	17.4	3.1	10.5	45.8	10.3	5.8	22.9	15.2
1936-37	..	1.03	..	..	..	44.1	9.2	6.3	25.3	15.1
1941-42	..	1.04	..	..	..	43.8	8.5	6.2	27.7	13.8
1946-47	..	1.94	..	..	..	45.0	9.0	5.6	26.4	14.0

TABLE NO. 11: GROWTH OF EDUCATION IN INDIA (1949-61)

Year	No. of institutions			Total enrolment		
	For boys	For girls	Total	Boys	Girls	Total
1949-50 ..	2,55,242	24,067	2,79,309	1,79,77,289	60,11,320	2,39,88,609
1950-51 ..	2,62,031	24,829	2,86,860	1,91,42,009	64,00,763	2,55,42,772
1951-52 ..	2,65,746	23,608	2,89,354	1,98,68,090	67,03,485	2,65,71,575
1952-53 ..	2,75,158	23,601	2,98,759	2,05,02,112	70,21,827	2,75,23,939
1953-54 ..	2,90,990	22,354	3,13,344	2,15,84,123	75,54,627	2,91,38,750
1954-55 ..	3,19,983	23,088	3,43,071	2,30,19,117	82,48,303	3,12,67,420
1955-56 ..	3,41,768	24,873	3,66,647	2,47,34,886	91,88,707	3,39,23,593
1956-57 ..	3,51,412	26,425	3,77,837	2,60,08,511	99,97,465	3,60,05,976
1957-58 ..	3,67,094	27,666	3,94,760	2,73,26,844	1,06,75,322	3,80,02,166
1958-59 ..	3,83,767	29,861	4,13,628	2,95,38,084	1,18,94,840	4,14,32,924
1959-60 ..	4,06,120	33,592	4,39,712	3,15,68,849	1,29,62,915	4,45,31,764
1960-61 ..	4,30,981	41,674	4,72,655	3,37,04,897	1,42,59,505	4,79,64,402

TABLE NO. 12: EDUCATIONAL INSTITUTIONS BY MANAGEMENT

Year	Institutions managed by					Total
	Government	District boards	Municipal boards	Private bodies		
				Aided	Unaided	
1949-50	85,281	83,537	8,813	90,093	10,775	2,79,309
1950-51	74,940	1,00,886	9,288	92,650	9,096	2,86,860
1951-52	71,074	1,02,945	9,603	95,596	10,136	2,89,354
1952-53	70,681	1,07,275	9,919	1,00,450	10,434	2,98,759
1953-54	70,520	1,17,527	10,046	1,04,324	10,927	3,13,344
1954-55	80,434	1,30,636	10,401	1,10,956	10,644	3,43,071
1955-56	87,601	1,42,980	10,497	1,14,204	11,359	3,66,641
1956-57	87,352	1,56,028	10,658	1,12,169	11,630	3,77,837
1957-58	1,01,851	1,51,646	10,305	1,18,613	12,345	3,94,760
1958-59	1,05,933	1,61,022	11,220	1,23,363	12,090	4,13,628
1959-60	94,100	1,91,863	12,140	1,28,927	12,681	4,39,711
1960-61	96,829	2,06,286	12,687	1,43,985	12,868	4,72,655

TABLE NO. 13: EDUCATIONAL INSTITUTIONS BY TYPE (1949-61)

Type of institutions	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
Universities	26	27	29	29	30	31	32	33	38	40	40	45
Boards ..	6	7	9	9	10	10	11	12	14	13	13	13
Research Institutions	17	18	20	31	35	33	34	41	43	42	42	41
Arts and Science Colleges	467	498	532	581	613	657	712	773	817	878	946	1,039
Colleges of Engineering and Technology	28	33	35	39	44	47	47	54	57	63	65	78
Colleges for Professional Education	158	175	179	200	209	244	299	345	432	479	660	774
Colleges for Special Education	66	92	68	79	87	106	112	128	148	168	180	208
High/Higher Secondary Schools	6,682	7,288	8,063	8,719	9,515	10,200	10,838	11,805	12,639	14,326	15,713	17,257
Middle Schools ..	12,920	13,596	14,576	15,340	16,252	17,318	21,730	24,486	27,015	39,597	41,921	49,603
Primary Schools ..	2,04,826	2,09,671	2,15,036	2,22,014	2,39,382	2,63,626	2,78,135	2,87,298	2,98,247	3,01,564	3,19,070	3,30,399
Pre-primary Schools	275	303	330	396	426	513	630	769	928	1,190	1,349	1,879
Schools for Engineering, Technical and Industrial Education	505	451	454	478	484	538	670	712	852	951	1,385	1,481
Schools for Vocational Education	1,523	1,888	2,009	2,138	2,115	2,214	2,404	2,311	2,380	2,612	2,452	2,664
Schools for Special Education	51,810	52,813	47,994	48,706	44,142	47,534	50,987	49,070	51,150	51,705	55,886	67,084

TABLE NO. 14: ENROLMENT BY STAGES (1949-61)

Stage	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
Pre-primary ..	25,765	26,309	28,646	38,286	42,751	60,294	75,495	99,313	1,11,391	1,37,698	1,51,013	1,78,642
Primary ..	1,77,53,562	1,86,77,641	1,99,98,621	1,98,01,524	2,12,06,218	2,26,22,017	2,45,11,331	2,59,64,808	2,72,87,195	3,00,44,251	3,19,04,035	3,36,31,391
Middle ..	30,67,903	33,30,119	36,48,439	38,50,584	41,84,814	44,39,752	48,23,344	51,38,685	55,72,550	58,45,596	64,83,019	74,79,584
High/Higher Secondary ..	12,98,962	14,86,892	16,95,377	18,24,554	17,60,955	19,08,258	20,03,261	22,54,912	24,21,868	26,94,557	30,06,591	34,62,709
Intermediate ..	1,99,251	2,21,337	2,51,855	2,84,594	3,28,116	3,70,594	3,96,448	4,25,944	4,38,774	4,86,866	4,92,679	4,57,901
B.A./B.Sc. ..	85,060	86,668	99,471	1,08,640	1,21,573	1,33,900	1,50,902	1,68,718	1,89,469	2,08,074	2,49,366	2,99,012
M.A./M.Sc. ..	13,689	16,528	16,677	19,684	21,117	22,561	25,333	27,822	30,470	35,864	39,492	46,465
Research ..	922	1,190	1,490	2,147	2,180	2,518	2,564	2,923	3,262	3,823	3,678	4,647
TOTAL ..	2,24,45,114	2,38,48,684	2,50,40,596	2,59,30,013	2,76,67,724	2,95,79,894	3,19,88,678	3,41,03,125	3,60,54,979	3,64,29,085	4,23,29,873	4,55,60,351
Professional and Technical Education (Collegiate)	79,101	90,263	98,804	1,10,527	1,21,105	1,34,797	1,48,994	1,61,464	1,82,153	2,01,689	2,38,083	2,65,111
Special Education (Collegiate) ..	5,062	7,340	6,765	7,774	8,642	10,590	11,863	13,902	17,947	21,325	21,620	21,855
Vocational and Technical Education (School)	1,62,532	1,90,568	1,92,620	2,15,413	2,16,870	2,47,341	2,80,120	2,93,202	3,06,729	3,42,448	3,83,991	4,25,047
Social (Adult) Education ..	11,51,066	12,56,011	10,61,280	10,88,784	9,48,847	11,11,405	12,78,827	12,04,985	12,06,630	12,57,760	13,69,811	14,94,706
Special Education (School)	1,45,794	1,49,906	1,71,510	1,71,428	1,75,556	1,83,393	2,15,091	2,29,298	2,33,728	1,80,617	1,88,366	1,97,332
GRAND TOTAL	2,39,88,609	2,55,42,772	2,65,71,575	2,75,23,939	2,91,38,205	3,12,67,420	3,39,23,593	3,60,05,976	3,80,02,166	4,14,32,924	4,45,31,764	4,79,64,402

TABLE NO. 15: NUMBER OF TEACHERS (1949-61)

Year				Men	Women	Total
1949-50	..	..	..	6,47,108	1,16,666	7,63,774
1950-51	..	..	..	6,82,170	1,21,351	8,03,521
1951-52	..	..	..	7,18,856	1,34,425	8,53,281
1952-53	..	..	..	7,47,887	1,48,095	8,95,982
1953-54	..	..	..	7,97,606	1,57,788	9,55,394
1954-55	..	..	..	8,61,467	1,70,568	10,32,035
1955-56	..	..	..	9,20,407	1,86,128	11,06,535
1956-57	..	..	..	9,66,623	2,03,091	11,69,714
1957-58	..	..	..	10,11,175	2,20,238	12,31,413
1958-59	..	..	..	10,66,971	2,41,486	13,08,457
1959-60	..	..	..	11,38,250	2,67,296	14,05,546
1960-61	..	..	..	12,16,404	2,91,730	15,08,134

TABLE NO. 16: EXPENDITURE ON EDUCATION BY SOURCES (1949-61)
(In lakhs of Rs.)

Year	Government funds	District board funds	Municipal board funds	Fees	Other sources	Total
1949-50	..	7,42.08 (7.3%)	4,52.81 (4.4%)	20,65.07 (20.2%)	12,11.02 (11.8%)	1,02,23.95
1950-51	..	65,26.78 (57.1%)	4,63.85 (4.0%)	23,32.72 (20.4%)	13,28.85 (11.6%)	1,14,38.22
1951-52	..	70,39.13 (56.5%)	5,38.30 (4.3%)	26,96.26 (21.6%)	13,29.14 (10.7%)	1,24,56.19
1952-53	..	80,22.77 (58.3%)	5,48.96 (4.0%)	29,71.13 (21.6%)	14,18.48 (10.3%)	1,37,64.28
1953-54	..	85,39.74 (57.8%)	5,85.02 (3.9%)	32,90.55 (22.3%)	14,92.45 (10.1%)	1,47,74.17
1954-55	..	98,85.24 (59.9%)	6,03.87 (3.7%)	35,33.61 (21.4%)	15,73.33 (9.5%)	1,65,01.30
1955-56	..	1,17,20.49 (61.8%)	6,45.50 (3.4%)	37,90.33 (20.0%)	18,19.80 (9.6%)	1,89,66.10
1956-57	..	1,29,56.16 (62.8%)	6,94.24 (3.4%)	40,10.02 (19.4%)	19,01.65 (9.2%)	2,06,29.41
1957-58	..	1,57,89.93 (65.6%)	9,69.83 (4.0%)	43,63.94 (18.2%)	21,93.33 (9.1%)	2,40,65.45
1958-59	..	1,77,55.53 (66.7%)	8,53.85 (3.2%)	48,42.23 (18.2%)	23,67.13 (8.9%)	2,66,15.23
1959-60	..	2,02,30.26 (67.3%)	10,24.71 (3.4%)	51,69.70 (17.5%)	25,68.25 (8.6%)	3,00,39.69
1960-61	..	2,34,09.14 (68.0%)	11,83.96 (3.4%)	59,02.58 (17.1%)	28,77.15 (8.4%)	3,44,38.01 (100.0)

TABLE NO. 17: EXPENDITURE BY HEADS OF CHARGES (1949-50)

(In crores of Rs.)

Heads of charge	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
<i>Direct</i>												
Universities ..	4.72	4.91	4.98	5.94	6.55	7.42	7.98	9.20	9.80	11.56	12.81	14.14
Boards of Secondary and/or Intermediate Education	0.47	0.53	0.78	0.94	1.15	1.23	1.32	1.50	1.76	2.05	2.37	2.41
Research Institutions ..	0.45	0.63	0.64	0.79	1.21	1.30	1.39	1.75	2.94	2.53	2.84	2.70
Arts and Science Colleges	6.52	7.17	8.11	8.81	9.58	10.56	11.65	12.82	14.12	15.84	18.16	20.92
Professional Colleges ..	3.57	4.22	5.00	5.37	5.61	6.31	7.00	7.79	8.84	11.19	13.12	15.80
Special Education Colleges	0.15	0.22	0.22	0.25	0.27	0.34	0.36	0.49	0.62	0.70	0.77	0.91
High Schools ..	20.46	23.05	26.15	28.43	31.65	34.06	37.62	41.58	46.47	52.52	59.90	68.91
Middle Schools ..	6.18	7.70	8.72	9.64	10.52	11.46	15.41	17.15	20.77	31.84	35.16	42.92
Primary Schools ..	33.96	36.48	40.40	44.21	46.27	50.89	53.73	58.48	66.71	63.57	69.72	73.45
Pre-primary Schools ..	0.11	0.12	0.15	0.16	0.17	0.20	0.25	0.29	0.33	0.45	0.51	0.59
Vocational & Tech. Schools	3.43	3.69	3.96	4.00	4.05	4.61	5.45	5.80	7.21	8.21	9.29	11.41
Social (Adult) Schools ..	0.69	0.72	0.57	0.47	0.49	0.55	0.72	0.68	0.68	0.72	0.75	0.79
Special Education Schools	1.44	1.61	1.99	1.87	1.79	1.78	1.93	2.11	2.24	2.08	2.23	2.41
Total ..	82.15	91.05	101.67	110.88	119.31	130.71	144.81	159.64	182.49	203.26	227.63	257.96

TABLE NO. 17: EXPENDITURE BY HEADS OF CHARGES (1949-61)—Contd.

Heads of charge	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
<i>Indirect</i>												
Direction ..	0.57	0.59	0.66	0.68	0.84	0.82	0.96	0.98	1.01	1.38	1.87	1.82
Inspection ..	2.01	2.15	2.42	2.46	2.49	2.72	3.04	3.14	3.76	4.30	4.57	5.19
Buildings ..	7.83	9.93	9.80	11.76	11.51	13.79	19.63	22.98	27.79	28.63	33.87	42.82
Scholarships ..	..	..	3.70	4.54	5.64	6.79	8.22	9.07	10.56	12.88	15.41	20.02
Hostel Charges ..	..	..	2.16	1.98	2.12	2.38	2.66	2.89	3.78	4.08	4.36	4.31
Miscellaneous ..	9.68	10.66	4.15	5.34	5.83	7.80	10.34	7.60	11.26	11.62	12.69	12.86
TOTAL ..	20.09	23.33	22.89	26.76	28.43	34.30	44.85	46.66	58.16	62.89	72.77	87.02
GRAND TOTAL ..	102.24	114.38	124.56	137.64	147.74	165.01	189.66	206.29	240.65	266.15	300.40	344.38

TABLE NO. 18: STATISTICS OF PRIMARY SCHOOL EDUCATION (1949-61)

	Total number of primary schools			Enrolment in classes I-V		Total direct expenditure	Percentage of expenditure on primary schools met from		Govt. funds	Local bodies	Fees	Other sources
	For boys	For girls	Total	Boys	Girls							
						(Rs. in lakhs)						
1949-50	1,90,854	13,972	2,04,826	1,30,60,477	51,32,607	1,81,93,084	33,95.95	66.9	26.2	2.4	4.5	
1950-51	1,95,770	13,901	2,09,671	1,37,69,855	53,84,602	1,91,54,457	36,48.43	68.3	25.0	2.3	4.4	
1951-52	2,01,068	13,968	2,15,036	1,41,82,284	56,27,464	1,98,09,748	40,39.70	68.7	25.0	2.5	3.8	
1952-53	2,07,087	14,227	2,22,014	1,44,97,165	58,51,259	2,03,48,424	44,20.39	72.0	21.5	2.8	3.7	
1953-54	2,24,671	14,711	2,39,382	1,53,56,083	63,15,782	2,16,71,865	46,26.52	71.7	22.1	2.8	3.4	
1954-55	2,48,701	14,925	2,63,626	1,63,48,670	68,75,560	2,32,24,230	50,89.28	72.6	21.1	3.0	3.3	
1955-56	2,62,905	15,230	2,78,135	1,75,27,756	76,39,257	2,51,67,013	53,72.72	73.6	20.0	3.3	3.1	
1956-57	2,71,233	16,065	2,87,298	1,84,50,435	82,62,090	2,67,12,525	58,47.78	74.5	19.7	3.1	2.7	
1957-58	2,81,814	16,433	2,98,247	1,94,04,496	87,65,583	2,81,70,079	66,71.18	78.5	16.1	2.6	2.8	
1958-59	2,84,829	16,735	3,01,564	2,10,14,329	97,42,260	3,07,56,589	63,57.07	81.4	13.2	2.5	2.9	
1959-60	3,00,270	18,800	3,19,070	2,22,95,825	1,05,23,637	3,28,19,462	69,71.42	80.8	14.2	2.4	2.6	
1960-61	3,10,570	19,829	3,30,399	2,35,92,727	1,14,01,102	3,49,93,829	73,44.61	80.5	14.5	2.3	2.7	

TABLE NO. 19: STATISTICS OF MIDDLE SCHOOL EDUCATION 1949-61

Year	Total number of middle schools			Enrolment in classes VI-VIII			Total direct expenditure on middle schools	Percentage of expenditure on middle schools met from			
	For boys	For girls	Total	Boys	Girls	Total		Government funds	Local bodies	Other sources	CCB
(Rs. in lakhs)											
1949-50	11,332	1,588	12,920	23,75,827	4,67,961	28,43,788	6,17.75	48.6	14.5	24.3	12.6
1950-51	11,922	1,674	13,596	25,85,741	5,34,217	31,19,958	7,69.90	51.0	4.9	23.9	10.2
1951-52	12,856	1,720	14,576	27,98,582	5,88,610	33,87,192	8,71.57	50.6	14.5	24.4	10.5
1952-53	13,578	1,762	15,340	29,27,543	6,39,437	35,66,980	9,63.89	51.9	14.5	23.6	10.0
1953-54	14,361	1,891	16,252	31,02,626	7,25,966	38,28,592	10,52.45	53.5	13.6	23.3	9.6
1954-55	15,417	1,901	17,318	32,61,232	7,87,304	40,48,536	11,45.85	57.1	12.6	21.3	9.0
1955-56	19,393	2,337	21,730	32,45,851	8,67,450	41,13,301	15,40.50	62.9	13.0	16.1	8.0
1956-57	21,871	2,615	24,486	36,44,371	9,92,146	46,36,517	17,14.90	66.4	11.6	14.6	7.4
1957-58	24,141	2,874	27,015	38,15,623	10,89,578	49,05,381	20,76.72	72.3	8.8	12.2	6.7
1958-59	35,835	3,762	39,597	41,99,588	12,41,114	54,40,702	31,33.57	73.3	12.0	8.6	6.1
1959-60	37,865	4,056	41,921	46,21,148	14,31,006	60,52,154	35,15.94	73.5	12.0	8.3	6.2
1960-61	44,997	4,605	49,602	50,74,345	16,30,465	67,04,810	42,92.20	74.1	12.6	7.4	5.0

TABLE NO. 20. SCHOOLING FACILITIES FOR CHILDREN IN THE AGE GROUP 6-11

S. N. o.	State	Enrolment in classes I-V (in lakhs)				Percentage of the population in the age group 6-11 (estimated)			
		1960-61		1965-66		1960-61		1965-66	
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys
1	Andhra Pradesh	29.76	18.41	11.35	44.20	25.40	18.80	68.3	64.5
2	Assam	11.26	7.11	4.15	15.08	8.96	6.99	67.7	76.7
3	Bihar	31.04	24.45	7.59	48.00	50.00	18.00	50.7	50.7
4	Gujarat	20.30	13.07	7.23	26.63	15.62	11.01	72.1	78.1
5	Jammu and Kashmir	2.10	1.65	0.45	3.02	2.24	0.78	68.6	71.0
6	Kerala	23.91	12.81	11.10	26.61	13.26	13.35	107.2	111.4
7	Madhya Pradesh	20.11	15.02	5.09	30.00	20.00	10.00	66.6	70.0
8	Madrax	33.33	20.53	12.80	47.80	26.80	21.00	65.5	70.4
9	Maharashtra	39.19	24.97	14.22	64.00	42.30	21.70	71.8	75.1
10	Myore	21.68	13.61	8.07	31.44	16.08	15.36	73.5	80.9
11	Orissa	13.11	9.71	3.40	16.00	10.40	5.60	65.0	68.4
12	Punjab	14.10	9.77	4.33	22.25	15.60	6.65	70.2	75.2
13	Rajasthan	11.14	8.99	2.15	20.00	14.00	6.00	60.0	64.0
14	Uttar Pradesh	40.93	32.20	8.72	68.40	41.40	27.00	61.2	70.7
15	West Bengal	29.02	18.81	10.21	43.02	27.40	15.60	64.0	68.5
16	Delhi	2.06	1.63	0.43	4.03	3.20	0.83	77.0	80.2
17	Himachal Pradesh	0.04	0.02	0.02	0.04	0.01	0.03	50.0	60.0
18	Pondicherry	0.31	0.19	0.12	0.47	0.25	0.22	74.7	78.2
19	Other Union Territories	2.55	1.66	0.89	2.60	1.68	0.92	64.7	68.0
	Total	349.94	245.91	114.03	486.45	301.20	187.09	67.4	75.3

TABLE NO. 21: SCHOOLING FACILITIES FOR CHILDREN IN THE AGE GROUP 11-14 (1960-61 AND 1965-66)

Sl. No.	State	Enrolment in classes VI-VIII (in lakhs)			Percentage of the population in the age group 11-14 (estimated)		
		1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh	4.08	3.16	0.92	6.13	4.68	1.45
2	Assam	2.20	1.59	0.61	3.25	2.20	1.05
3	Bihar	5.35	4.79	0.56	9.25	7.40	1.85
4	Gujarat	3.87	2.79	1.08	5.77	3.56	2.21
5	Jammu and Kashmir	0.59	0.48	0.11	0.88	0.72	0.16
6	Kerala	6.95	3.98	2.97	6.19	3.61	2.58
7	Madhya Pradesh	3.17	2.68	0.49	4.96	4.16	0.80
8	Madras	6.91	4.81	2.10	9.36	6.57	2.79
9	Maharashtra	7.48	5.52	1.96	11.47	8.22	3.25
10	Mysore	3.63	2.62	1.01	5.64	3.66	1.98
11	Orissa	1.07	0.95	0.12	1.70	1.36	0.34
12	Punjab	4.39	3.50	0.89	5.55	3.54	2.01
13	Rajasthan	2.07	1.79	0.28	3.85	3.10	0.75
14	Uttar Pradesh	8.24	7.02	1.22	11.60	10.00	1.60
15	West Bengal	5.18	3.84	1.34	9.02	5.30	3.72
16	Delhi	1.12	0.66	0.46	1.65	1.06	0.59
17	Himachal Pradesh	0.20	0.17	0.03	0.30	0.25	0.05
18	Pondicherry	0.07	0.05	0.02	0.10	0.07	0.03
19	Other Union Territories	0.48	0.34	0.14	0.81	0.54	0.27
TOTAL		67.05	50.74	16.31	97.48	70.00	27.48
					22.5	33.2	11.3
					28.6	39.9	16.5
					21.9	33.1	10.4
					35.3	44.8	24.5
					26.7	42.6	10.7
					34.9	41.8	27.6
					33.5	51.4	13.0
					45.3	43.4	37.3
					20.3	33.3	6.7
					35.9	50.1	21.5
					36.2	50.2	21.2
					29.5	37.5	21.2
					13.1	21.0	5.2
					33.8	40.3	26.4
					23.9	36.7	9.8
					20.5	33.7	5.9
					33.3	36.7	29.4
					67.3	84.1	49.6
					36.6	59.5	12.5
					38.1	51.0	21.4
					35.7	58.1	29.0
					17.7	35.7	12.5
					15.0	43.5	21.4
					35.8	58.1	29.0

TABLE NO. 22: TEACHERS IN PRIMARY SCHOOLS (1949-51)

Year	General education of teachers		Sex		Total	Professional training		Average salary per teacher per year
	Matriculation and above	Non-Matriculates	Men	Women		Trained	Untrained	
1949-50	..	45,534 (8.79%)	4,72,364 (91.21%)	4,38,559 (84.68%)	79,339 (15.32%)	3,02,050 (58.32%)	2,15,848 (41.68%)	Rs. 479.22
1950-51	..	55,708 (10.36%)	4,82,210 (89.64%)	4,55,637 (84.70%)	82,281 (15.30%)	3,16,124 (58.77%)	2,21,794 (41.23%)	544.42
1951-52	..	64,591 (11.46%)	4,99,087 (88.54%)	4,74,514 (84.18%)	89,164 (15.82%)	3,46,199 (61.42%)	2,17,479 (38.58%)	602.2
1952-53	..	82,772 (14.11%)	5,03,940 (85.89%)	4,87,602 (83.11%)	99,110 (16.89%)	3,64,808 (62.18%)	2,21,904 (37.82%)	634.8
1953-54	..	1,06,703 (17.12%)	5,16,552 (82.88%)	5,18,348 (83.17%)	1,04,907 (16.83%)	3,89,525 (62.50%)	2,33,730 (37.50%)	623.1
1954-55	..	1,44,955 (21.45%)	5,30,846 (78.55%)	5,62,589 (83.25%)	1,13,212 (16.75%)	4,17,816 (61.83%)	2,57,985 (38.17%)	633.3
1955-56	..	1,68,783 (24.42%)	5,22,466 (75.58%)	5,74,182 (83.06%)	1,17,067 (16.94%)	4,23,192 (61.22%)	2,68,057 (38.78%)	651.5
1956-57	..	1,95,232 (27.49%)	5,14,907 (72.51%)	5,88,878 (82.92%)	1,21,261 (17.08%)	4,42,147 (62.26%)	2,67,922 (37.74%)	694.0
1957-58	..	2,09,903 (28.78%)	5,19,336 (71.22%)	6,02,070 (82.56%)	1,27,169 (17.44%)	4,63,435 (63.55%)	2,65,904 (36.45%)	780.6
1958-59	..	2,11,379 (30.42%)	4,83,536 (69.58%)	5,77,254 (83.06%)	1,17,661 (16.94%)	4,42,806 (63.73%)	2,52,109 (36.27%)	788.3
1959-60	..	2,43,726 (33.32%)	4,87,748 (66.68%)	6,06,290 (82.89%)	1,25,184 (17.11%)	4,46,678 (63.80%)	2,64,796 (36.20%)	837.9
1960-61	..	2,69,215 (36.31%)	4,72,300 (63.69%)	6,14,727 (82.93%)	1,26,783 (17.07%)	4,75,125 (64.07%)	2,66,800 (35.93%)	872.8

TABLE NO. 23: TEACHERS IN MIDDLE SCHOOLS (1949-61)

Year	General education of teachers		Sex		Professional training		Average salary per teacher per year
	Matriculation and above	Non-Matriculates	Men	Women	Trained	Untrained	
1949-50	35,228 (44.67%)	43,637 (55.33%)	66,787 (84.69%)	12,078 (15.31%)	41,578 (52.6%)	37,387 (47.4%)	Rs. 570
1950-51	40,397 (47.75%)	45,099 (52.75%)	72,609 (84.93%)	12,887 (15.07%)	45,531 (53.3%)	30,965 (46.7%)	682
1951-52	43,824 (48.41%)	46,708 (51.59%)	76,464 (84.46%)	14,068 (15.54%)	49,057 (54.2%)	41,475 (45.8%)	725
1952-53	48,454 (49.96%)	48,538 (50.04%)	81,989 (84.53%)	15,003 (15.47%)	53,047 (54.7%)	43,945 (45.3%)	745
1953-54	55,658 (53.68%)	48,642 (46.54%)	87,867 (84.24%)	16,433 (15.76%)	56,788 (54.5%)	47,512 (45.5%)	742
1954-55	63,472 (56.80%)	48,277 (43.20%)	94,671 (84.72%)	17,078 (15.28%)	59,768 (53.5%)	51,981 (46.5%)	774
1955-56	74,864 (50.45%)	73,530 (49.55%)	1,24,550 (83.93%)	23,844 (16.07%)	86,776 (58.5%)	61,618 (41.5%)	809
1956-57	86,850 (52.14%)	79,713 (47.86%)	1,35,467 (81.33%)	31,096 (18.67%)	1,00,077 (60.1%)	66,436 (39.9%)	832
1957-58	1,00,307 (54.20%)	84,765 (45.80%)	1,48,054 (80.00%)	37,019 (20.00%)	1,16,021 (62.69%)	69,052 (37.31%)	919
1958-59	1,33,146 (50.11%)	1,32,535 (49.89%)	2,05,774 (77.45%)	59,907 (22.55%)	1,74,857 (65.81%)	90,824 (34.19%)	1,005
1959-60	1,54,343 (52.83%)	1,37,789 (47.17%)	2,22,108 (76.03%)	70,024 (23.97%)	1,93,879 (66.37%)	98,253 (33.63%)	1,037
1960-61	1,83,847 (53.25%)	1,61,381 (46.75%)	2,61,696 (75.80%)	83,532 (24.20%)	2,29,606 (66.51%)	1,15,622 (33.49%)	1,057

TABLE NO. 24: STATISTICS OF COMPULSORY PRIMARY EDUCATION (1949-61)

Year	No. of areas under compulsion		No. of schools where compulsion was in force in		No. of pupils under compulsion in		Total	Coercive measures taken				No. of attendance officers		
	Towns		Villages		Towns			Villages		No. of notices issued	No. of attendance orders passed		No. of Prosecutions	
	Towns	Villages	Towns	Villages	Towns	Villages		For non-enrolment	For non-attendance				Fines realized	
1949-50	385	18,437	7,583	23,686	12,60,303	27,32,384	39,92,687	6,21,841	2,38,296	33,509	85,569	45,892	1,351	
1950-51	396	20,261	8,350	25,211	14,30,938	27,35,921	41,66,859	6,45,890	2,52,203	41,984	89,613	40,575	1,286	
1951-52	640	32,061	9,522	26,260	17,01,403	29,33,863	46,35,266	5,91,793	2,39,474	41,834	80,536	42,110	963	
1952-53	652	33,834	9,958	26,601	17,91,527	29,60,669	47,52,196	5,92,279	2,01,765	31,128	80,152	37,651	1,005	
1953-54	893	35,603	10,679	26,728	20,54,549	2,83,13,336	48,85,885	6,18,447	2,31,874	35,483	64,526	29,259	1,019	
1954-55	998	39,079	11,685	31,775	22,57,328	31,71,634	54,28,862	6,26,467	2,23,498	35,549	67,736	24,938	827	
1955-56	1,081	39,276	12,664	33,554	24,65,865	36,21,347	60,87,412	6,87,421	2,40,850	39,514	57,146	23,629	981	
1956-57	1,194	53,607	12,890	43,467	25,51,687	37,74,530	63,26,217	7,81,924	2,68,671	39,755	56,971	20,785	892	
1957-58	1,314	55,168	13,244	50,823	27,26,573	41,07,654	68,34,227	6,68,496	2,51,871	29,883	44,269	31,880	793	
1958-59	1,198	56,976	14,173	51,900	20,38,976	44,57,379	72,96,355	6,97,834	2,36,908	27,376	47,621	14,483	761	
1959-60	1,212	60,478	15,423	53,440	31,93,577	47,87,430	79,81,007	6,29,149	1,97,109	22,212	36,730	12,932	698	
1960-61	1,257	70,827	15,746	58,815	33,31,481	51,98,857	85,30,338	5,73,921	2,02,026	20,795	33,648	26,534	699	

TABLE NO. 25: SOME USEFUL DATA ABOUT PRIMARY SCHOOLS
(1949-61)

Year	Percentage of total direct expenditure on items other than teachers' salaries	Direct expenditure on items other than teachers' salaries per pupil enrolled	No. of average pupil per teacher	Single-teacher schools		Enrolment per school
				No. of schools	Total enrolment	
		Rs.				
1949-50 ..	26.92	5.25	34	67,762	25,13,849	37
1950-51 ..	19.72	3.92	34	68,841	25,73,576	37
1951-52 ..	15.98	3.40	34	71,361	26,33,108	37
1952-53 ..	15.75	3.57	33	75,214	26,62,097	35
1953-54 ..	16.05	3.57	33	86,031	30,45,694	35
1954-55 ..	15.91	3.65	33	1,01,341	35,18,332	35
1955-56 ..	16.17	3.79	33	1,11,220	39,19,712	35
1956-57 ..	15.73	3.85	34	1,16,272	42,21,501	36
1957-58 ..	14.67	3.95	34	1,23,248	44,67,865	36
1958-59 ..	13.83	3.61	35	1,29,193	50,56,074	39
1959-60 ..	12.08	3.35	35	1,38,993	52,68,693	38
1960-61 ..	11.09	3.27	36	1,45,246	56,19,928	39

TABLE NO. 26: SOME USEFUL DATA ABOUT MIDDLE SCHOOLS
(1949-61)

Year			Percentage of total direct expenditure on items other than teachers' salaries	Direct expenditure on items other than teachers' salaries per pupil enrolled	Average No. of pupils per teacher
				Rs.	
1949-50 ..	..	..	27.69	8.27	25
1950-51 ..	..	..	24.22	9.00	24
1951-52 ..	..	..	24.66	9.63	25
1952-53 ..	..	..	25.03	9.36	24
1953-54 ..	..	..	36.00	11.46	23
1954-55 ..	..	..	24.51	10.82	23
1955-56 ..	..	..	22.09	9.82	26
1956-57 ..	..	..	19.22	7.51	26
1957-58 ..	..	..	18.07	7.42	27
1958-59 ..	..	..	16.10	6.27	31
1959-60 ..	..	..	13.83	5.47	30
1960-61 ..	..	..	14.95	6.05	31

TABLE NO. 27: STATISTICS OF HIGH/HIGHER SECONDARY SCHOOL EDUCATION (1949-61)

Year	Total number of high/ higher secondary schools			Enrolment in classes IX-XI/XII			Total direct expenditure on high/ higher secondary schools	Percentage of expenditure on high/higher secondary schools met from				
	For boys	For girls	Total	Boys	Girls	Total		Govt. funds	Local bodies	Fees	Other sources	
							(Rs. in lakhs)					
1949-50	..	5,685	997	6,682	9,05,073	1,40,366	10,45,439	20,46.33	34.6	3.1	50.3	12.0
1950-51	..	6,224	1,064	7,288	10,19,432	1,60,717	11,80,149	23,04.50	36.4	2.9	50.4	10.3
1951-52	..	6,920	1,143	8,063	12,12,060	1,93,342	14,05,402	26,14.78	36.1	3.5	50.2	10.2
1952-53	..	7,474	1,245	8,719	12,91,452	2,26,218	15,17,670	28,43.15	35.8	3.7	50.7	9.8
1953-54	..	8,138	1,377	9,515	13,57,029	2,47,780	16,04,809	31,64.45	35.6	3.7	50.7	9.9
1954-55	..	8,699	1,501	10,200	14,25,800	2,73,520	16,99,320	34,06.13	37.4	3.8	49.3	9.5
1955-56	..	9,255	1,583	10,838	15,39,684	3,17,700	18,57,384	37,61.44	39.9	4.2	46.7	9.2
1956-57	..	10,047	1,758	11,805	16,63,453	3,43,978	20,07,431	41,58.53	42.0	4.0	44.1	9.9
1957-58	..	10,750	1,889	12,639	13,41,586	3,91,232	22,32,818	46,47.02	44.4	4.5	41.5	9.6
1958-59	..	12,223	2,103	14,326	19,35,701	23,758	23,59,459	52,51.55	45.9	3.8	41.1	9.2
1959-60	..	13,422	2,281	15,703	20,70,033	4,51,996	25,22,029	59,90.31	48.1	4.5	39.4	8.0
1960-61	..	14,736	2,521	17,257	23,31,633	5,40,690	28,72,323	68,91.17	48.0	4.7	39.2	8.1

TABLE NO. 28: SCHOOLING FACILITIES FOR CHILDREN IN THE AGE GROUP 14-17 (1960-61 AND 1965-66)

Sl. No.	State	Enrolment in classes IX-XI/XII (in lakhs)			Percentage of the population in the age group 14-17 (estd.)		
		1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh	1.96	1.65	0.31	2.36	1.94	0.42
2	Assam	1.26	1.00	0.26	1.71	1.31	0.40
3	Bihar	3.28	3.07	0.21	5.00	4.40	0.60
4	Gujarat	1.71	1.31	0.40	2.26	1.53	0.73
5	Jammu and Kashmir	0.22	0.17	0.05	0.27	0.23	0.04
6	Kerala	1.79	1.08	0.71	2.95	1.80	1.15
7	Madhya Pradesh	1.24	1.06	0.18	1.10	0.95	0.15
8	Madras	2.68	2.01	0.67	3.97	2.71	1.26
9	Maharashtra	3.39	2.61	0.78	4.97	3.78	1.19
10	Mysore	1.69	1.32	0.37	2.05	1.44	0.61
11	Orissa	0.45	0.41	0.04	0.80	0.67	0.13
12	Punjab	1.70	1.40	0.30	2.25	1.82	0.43
13	Rajasthan	0.77	0.70	0.07	1.53	1.33	0.20
14	Uttar Pradesh	3.57	3.19	0.38	7.40	6.60	0.80
15	West Bengal	2.18	1.73	0.45	5.30	4.00	1.30
16	Delhi	0.52	0.36	0.16	1.19	0.90	0.29
17	Himachal Pradesh	0.05	0.04	0.01	0.08	0.06	0.02
18	Pondicherry	0.03	0.02	0.01	0.06	0.04	0.02
19	Other Union Territories	0.23	0.18	0.05	0.31	0.20	0.11
	TOTAL	28.72	23.31	5.41	45.56	34.71	9.85
					10.5	16.6	4.1
					15.6	23.7	6.9

TABLE NO. 29: TEACHERS IN HIGH/HIGHER SECONDARY SCHOOLS (1949-61)

Year	General education of teachers			Sex		Professional training		Average salary per teacher per year	
	Graduate	Non-graduate	Men	Women	Total	Trained	Untrained		
1949-50	..	48,275 (41.56%)	67,882 (58.44%)	97,501 (83.94%)	18,656 (16.06%)	1,16,157	62,247 (53.59%)	53,910 (46.41%)	Rs. 1,162
1950-51	..	52,842 (41.77%)	73,662 (58.23%)	1,06,522 (84.20%)	19,982 (15.80%)	1,26,504	68,018 (53.77%)	58,486 (46.23%)	1,258
1951-52	..	60,210 (43.02%)	79,748 (56.98%)	1,15,924 (82.83%)	24,034 (17.17%)	1,39,958	76,880 (55.34%)	63,078 (44.66%)	1,342
1952-53	..	67,663 (44.42%)	84,678 (55.58%)	1,26,357 (82.94%)	25,984 (17.06%)	1,52,341	84,312 (55.34%)	68,029 (44.66%)	1,371
1953-54	..	75,822 (45.92%)	89,295 (54.08%)	1,36,817 (82.86%)	28,300 (17.14%)	1,65,117	94,361 (57.15%)	70,756 (42.85%)	1,389
1954-55	..	82,824 (47.06%)	93,162 (52.94%)	1,44,586 (82.16%)	31,400 (17.84%)	1,75,986	1,02,201 (58.07%)	73,785 (41.93%)	1,383
1955-56	..	90,575 (47.72%)	99,219 (52.28%)	1,54,709 (81.51%)	35,085 (18.49%)	1,19,794	1,13,338 (59.72%)	76,456 (40.28%)	2,260
1956-57	..	96,853 (47.10%)	1,08,764 (52.90%)	1,66,471 (80.96%)	39,146 (19.04%)	2,05,617	1,25,845 (63.23%)	79,772 (38.80%)	1,445
1957-58	..	1,05,638 (47.65%)	1,16,057 (52.35%)	1,78,492 (80.51%)	43,203 (19.49%)	2,21,695	1,39,175 (62.78%)	82,520 (37.22%)	1,503
1958-59	..	1,17,323 (47.78%)	1,28,232 (52.22%)	1,96,278 (79.93%)	49,277 (20.07%)	2,45,555	1,55,288 (63.19%)	90,267 (36.77%)	1,545
1959-60	..	1,30,351 (48.70%)	1,37,286 (51.30%)	2,12,325 (79.33%)	55,312 (20.67%)	2,67,637	1,70,670 (63.77%)	96,967 (36.23%)	1,615
1960-61	..	1,47,431 (49.76%)	1,48,874 (50.24%)	2,33,958 (78.96%)	62,347 (21.04%)	2,96,305	1,89,962 (64.11%)	1,06,343 (35.89%)	1,681

NOTE: Figures in parentheses indicate percentages.

Year	Amount	Balance	Total
1880	100.00	100.00	100.00
1881	100.00	200.00	200.00
1882	100.00	300.00	300.00
1883	100.00	400.00	400.00
1884	100.00	500.00	500.00
1885	100.00	600.00	600.00
1886	100.00	700.00	700.00
1887	100.00	800.00	800.00
1888	100.00	900.00	900.00
1889	100.00	1000.00	1000.00
1890	100.00	1100.00	1100.00
1891	100.00	1200.00	1200.00
1892	100.00	1300.00	1300.00
1893	100.00	1400.00	1400.00
1894	100.00	1500.00	1500.00
1895	100.00	1600.00	1600.00
1896	100.00	1700.00	1700.00
1897	100.00	1800.00	1800.00
1898	100.00	1900.00	1900.00
1899	100.00	2000.00	2000.00
1900	100.00	2100.00	2100.00

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TABLE NO. 31-A. NUMBER OF UNIVERSITY TEACHING DEPARTMENTS AND COLLEGES * UNIVERSITY-WISE, 1950-51

University	University Teaching departments	Government Colleges	Approved colleges Approved colleges	Recognized Private Colleges (University colleges)
Madras	30	22	85	—
Marathwada	4	..	16	—
Mysore .. .. .	..	4	44	—
Nagpur	8	3	32	—
Osmania .. .. .	..	13	22	2
Punjab	22	2	140	41
Patna	37	10	30	..
Poona	13	11	24	7
Rajasthan	12	..	65	—
Ranchi	11	1	17	—
Roorkee	9	..	..	..
S.V. Vidyapeeth	13	6	..	..
Saugar	26	..	45	..
S.N.D.T. Women's .. ..	..	3	7	..
Sri Venkateswara .. ..	..	2	20*	..
U.P. Agricultural	2	2	..	..
Utkal	13	..	26	..
Varanasya S.V.	21	..	57	..
Vikram .. .. .	..	14	32	..
Visva-Bharati .. ..	..	6	..	..
TOTAL	462	232	1,328	83

*Information about Kalvani University is not available.

*Includes recognized Oriental Colleges.

TABLE NO. 310. INSTITUTIONS FOR HIGHER EDUCATION, NOT AFFILIATED TO UNIVERSITIES, 1961

Subject	No. of Institutions
Agriculture and Dairying	10
Banking, Commerce and Co-operation	6
Domestic Science	1
Engineering, Technology and Industries	100
Forestry	5
General	6
Marine Training	1
Medicine and Public Health	65
Music and Fine Arts	50
Needle Work	1
Oriental Learning and Theology	45
Physical Education	16
Rural Institutes	13
Social Science	1
Statistics	2
Teachers' Training	70
Veterinary Science	3
TOTAL	581

TABLE 32: STATISTICS OF RESEARCH INSTITUTIONS
(1949-61)

Year	Number of research institutions	Number of teachers			Total direct expenditure on research institutions	Percentage of expenditure met from			
		Men	Women	Total		Government funds	Local boards funds	Fees	Other sources
					Rs.				
1949-50	17	173	4	177	44,65,877	87.5	..	0.7	11.8
1950-51	18	250	1	251	62,56,008	90.6	..	0.9	8.5
1951-52	20	259	6	265	64,22,223	90.4	..	1.0	8.6
1952-53	31	426	7	433	79,00,193	90.0	..	1.2	8.8
1953-54	35	457	13	470	1,21,44,513	90.0	..	1.5	8.5
1954-55	33	492	8	500	1,30,28,113	92.6	..	1.1	6.3
1955-56	34	560	14	574	1,39,04,324	93.4	..	1.3	5.3
1956-57	41	677	28	705	1,75,15,723	92.8	..	1.2	6.0
1957-58	43	703	22	725	2,94,47,738	91.4	4.9	0.9	2.8
1958-59	42	740	32	772	2,53,13,396	92.2	0.9	1.1	5.8
1959-60	42	602	28	630	2,84,47,544	85.0	4.7	1.4	8.9
1960-61	41	590	25	615	2,69,86,144	90.8	1.0	1.4	6.8

TABLE NO. 33: STATISTICS OF COLLEGES FOR GENERAL EDUCATION (1949-61)

Year	Colleges	Number of pupils			Teachers in arts and science colleges			Total direct expenditure on arts and science colleges Rs.	Percentage of expenditure met from				
		Boys	Girls	Total	Men	Women	Total		Govt. funds	Local funds	Fees	Other sources	
1949-50	..	467	2,62,882	36,040	2,98,922	12,652	1,344	13,996	6,52,39,904	38.1	0.3	49.9	11.7
1950-51	..	498	2,85,405	40,318	3,25,723	13,689	1,623	15,312	7,17,14,236	38.3	0.2	51.1	10.4
1951-52	..	552	3,24,231	45,262	3,69,493	15,646	1,862	17,508	8,11,44,911	36.3	0.1	53.6	10.0
1952-53	..	581	3,61,351	53,714	4,15,065	16,171	2,114	18,285	8,80,82,370	36.6	..	54.3	9.1
1953-54	..	613	4,11,590	61,396	4,72,986	17,534	2,311	19,845	9,58,22,090	37.0	0.1	53.4	9.5
1954-55	..	657	4,57,464	72,109	5,29,573	19,555	2,532	22,087	10,56,46,983	36.9	..	54.6	8.5
1955-56	..	712	4,91,155	84,092	5,75,247	20,883	2,929	23,812	11,64,74,022	34.3	0.1	54.5	11.1
1956-57	..	773	5,29,590	95,817	6,25,407	22,983	3,356	26,339	12,82,45,536	35.5	0.2	53.3	11.0
1957-58	..	817	5,53,314	1,06,681	6,59,995	23,662	3,645	27,307	14,11,57,784	34.9	0.1	53.0	12.0
1958-59	..	878	6,09,915	1,24,722	7,34,637	25,565	4,147	29,712	15,84,05,957	35.2	0.1	52.3	12.4
1959-60	..	946	6,48,069	1,37,418	7,85,487	27,867	4,687	32,554	18,15,50,775	37.5	0.1	50.8	11.6
1960-61	..	1,039	6,58,134	1,49,891	8,08,025	30,210	5,345	35,555	20,91,52,724	39.2	0.1	48.5	12.2

TABLE NO. 34: NUMBER OF PASSES IN SELECTED EXAMINATIONS (1949-61)

Year	Matriculation or equivalent		Intermediate		B.A./B.Sc. (Pass and Hons.)		M.A./M.Sc.		Research		Professional degrees and equivalent diplomas only	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1949-50	1,89,184	25,721	59,283	8,252	28,745	4,694	5,603	744	123	11	16,919	1,232
1950-51	2,41,143	30,148	72,685	9,517	32,238	4,881	7,138	876	146	10	19,445	1,553
1951-52	2,61,059	36,295	77,836	11,105	36,136	5,592	7,743	1,165	164	21	22,684	1,781
1952-53	3,34,760	45,509	89,021	11,429	40,017	6,299	7,863	1,308	123	8	26,269	2,239
1953-54	3,97,005	59,888	1,04,851	15,533	50,178	8,371	9,821	1,583	303	24	30,162	2,319
1954-55	4,00,014	65,481	1,26,476	19,488	57,149	9,394	11,103	1,851	330	24	33,181	3,567
1955-56	4,29,494	72,328	1,31,739	19,921	53,989	9,948	11,769	2,166	350	29	35,772	3,821
1956-57	4,66,764	83,046	1,36,810	23,634	64,517	12,166	12,902	2,375	396	38	41,048	4,636
1957-58	5,21,404	91,165	1,24,837	20,575	73,753	15,797	14,571	2,882	409	34	44,955	5,406
1958-59	5,29,174	91,856	1,20,231	22,117	75,552	16,460	17,391	3,513	475	52	47,956	5,485
1959-60	5,72,298	1,13,123	1,29,141	25,091	80,849	18,554	20,314	4,186	602	60	53,354	6,166
1960-61	6,23,116	1,24,256	1,15,731	22,893	92,952	22,295	23,685	5,115	1,242	283	60,224	7,179

TABLE NO. 35: STATISTICS OF COLLEGES FOR PROFESSIONAL EDUCATION
(1949-61)

Year	Number of colleges	Number of pupils			No. of teachers			Total direct expenditure Rs.	Percentage of expenditure met from				
		Boys	Girls	Total	Men	Women	Total		Govt. funds	Local board funds	Fees	Other sources	
1949-50	..	186	75,046	4,055	79,101	3,898	355	4,253	3,56,98,482	70.8	0.7	21.0	7.5
1950-51	..	208	85,595	4,668	90,263	4,567	334	4,901	4,21,93,383	41.3	0.6	20.8	7.3
1951-52	..	214	93,423	5,381	98,804	4,878	367	5,245	5,00,00,822	70.8	0.5	21.7	7.0
1952-53	..	239	1,04,223	6,304	1,10,527	5,652	414	6,066	5,36,83,440	69.1	0.5	22.1	8.3
1953-54	..	253	1,14,150	6,955	1,21,105	5,842	455	6,297	5,60,89,599	67.7	0.9	23.3	8.1
1954-55	..	291	1,26,289	8,508	1,34,797	6,909	567	7,476	6,31,04,380	68.9	0.7	23.1	7.3
1955-56	..	346	1,39,776	9,218	1,48,994	8,017	666	8,683	7,00,08,191	67.3	0.9	23.3	8.5
1956-57	..	399	1,50,271	11,193	1,61,464	8,863	812	9,675	7,78,93,594	67.1	0.9	23.2	8.8
1957-58	..	489	1,67,666	13,898	1,81,564	10,088	960	11,048	8,84,86,589	66.4	0.9	24.8	7.9
1958-59	..	542	1,85,784	15,905	2,01,689	11,848	1,121	12,969	11,19,25,693	67.9	0.7	22.5	8.9
1959-60	..	725	2,15,740	22,343	2,38,083	13,020	1,496	14,516	13,11,84,212	69.7	1.0	20.9	8.4
1960-61	..	852	2,38,987	26,124	2,65,111	16,049	1,865	17,914	15,80,40,866	70.7	1.0	20.9	7.4

TABLE NO. 36: STATISTICS OF AGRICULTURAL COLLEGES (1949-61)

Year	Number of colleges	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from			Average annual cost per pupil Rs.	Output (Degrees and equivalent diplomas)			
		Boys	Girls		Govt. funds	Local board funds	Fees		Other sources	Boys	Girls	Total
1949-50	15	4,525	13	4,538	68.8	..	12.2	19.0	1,099.6	1,143	1	1,144
1950-51	16	4,609	24	4,633	77.4	..	12.2	10.4	1,247.0	1,216	1	1,217
1951-52	16	4,457	17	4,474	80.5	..	9.6	9.9	1,338.6	1,159	1	1,160
1952-53	17	4,208	27	4,235	80.5	..	10.0	9.5	1,436.4	1,073	..	1,073
1953-54	17	4,463	33	4,496	80.5	1.7	10.8	7.0	1,393.5	1,139	2	1,141
1954-55	18	4,786	41	4,827	82.1	..	8.7	9.2	1,488.5	1,117	4	1,121
1955-56	24	5,840	37	5,877	78.0	..	9.6	12.4	1,376.8	1,061	8	1,069
1956-57	25	7,013	38	7,051	76.5	..	10.7	12.8	1,283.9	1,444	8	1,452
1957-58	25	9,211	62	9,273	75.6	..	11.4	13.0	1,198.1	1,538	4	1,542
1958-59	29	10,776	95	10,871	76.7	..	11.3	12.0	1,213.6	2,151	8	2,159
1959-60	32	13,170	125	13,295	75.1	..	12.3	12.6	1,134.5	2,512	17	2,529
1960-61	36	15,699	149	15,848	76.5	0.2	12.0	11.3	1,218.7	3,197	21	3,218

TABLE NO. 37: STATISTICS OF COLLEGES OF COMMERCE (1946-61)

Year	Number of colleges	Number of pupils			Total direct expenditure Rs.	Percentage of expenditure met from			Average annual cost per pupil Rs.	Output (Degrees and equivalent diplomas)			
		Boys	Girls	Total		Govt. funds	Local boards funds	Fees		Other sources	Boys	Girls	Total
1949-50	21	31,997	111	32,108	18.6	..	70.0	11.4	223.3	5,334	15	5,349	
1950-51	26	36,180	167	36,347	20.3	..	70.8	8.9	215.6	6,224	29	6,244	
1951-52	22	38,406	150	38,556	19.4	..	69.5	11.1	217.2	6,767	18	6,785	
1952-53	22	44,633	226	44,859	19.7	..	67.8	12.5	215.8	7,733	26	7,759	
1953-54	22	47,531	282	47,813	20.4	..	70.9	8.7	205.0	8,422	30	8,452	
1954-55	24	52,621	339	52,960	18.4	..	71.6	10.0	203.5	8,717	56	8,773	
1955-56	26	58,496	422	58,918	17.8	..	75.2	7.0	194.4	9,540	57	9,597	
1956-57	28	60,861	442	61,303	15.3	..	77.3	7.4	179.0	11,273	76	11,349	
1957-58	33	62,712	494	63,206	15.7	0.0	77.7	6.6	189.2	11,492	90	11,582	
1958-59	35	66,002	580	66,582	16.2	0.0	75.5	8.3	189.6	14,359	166	14,527	
1959-60	35	73,806	680	74,486	17.5	0.0	76.6	5.9	172.2	14,931	123	15,059	
1960-61	42	77,448	804	78,252	18.5	0.0	74.5	7.0	211.4	19,088	172	19,260	

TABLE NO. 8. STATISTICS OF COLLEGES FOR THE YEAR 1950-51

Year	Number of colleges	Number of pupils			Total	Percentage of total	Percentage of total			Number of teachers		
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total
Re												
1951-52	24	10,893	4	10,897	10,897	71.9	20.0	0.4	10.6	1	0	1
1952-53	27	11,925	22	11,947	11,947	68.7	22.8	0.5	10.9	2	0	2
1953-54	31	12,293	11	12,304	12,304	67.9	23.9	0.2	10.9	1	0	1
1954-55	35	13,189	12	13,201	13,201	66.9	25.1	0.1	10.9	0	0	0
1955-56	37	14,559	13	14,572	14,572	66.7	26.7	0.1	10.9	2	0	2
1956-57	40	15,976	15	16,000	16,000	66.2	28.4	0.1	10.9	3	0	3
1957-58	40	16,959	12	16,971	16,971	66.4	29.1	0.5	10.9	1	0	1
1958-59	47	19,103	29	19,131	19,131	66.0	30.8	1.9	10.9	2	0	2
1959-60	50	21,390	33	21,423	21,423	66.0	31.7	2.3	10.9	1	0	1
1960-61	54	23,710	110	23,820	23,820	66.2	33.8	0.1	10.9	1	0	1
1961-62	57	26,051	156	26,207	26,207	66.1	36.1	0.1	10.9	1	0	1
1962-63	60	28,830	331	29,161	29,161	66.1	39.0	0.9	10.9	13	0	13

TABLE No. 10. — AVERAGE NUMBER OF STUDENTS IN COLLEGE

Year	Number of colleges	Number of students			Total			Percentage of students			Number of students		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1880-81	6	309	—	309	2,057	—	2,057	—	—	—	66.3	—	66.3
1881-82	6	121	—	121	9,411	—	9,411	—	—	—	77.5	—	77.5
1882-83	6	261	—	261	1,000	—	1,000	—	—	—	77.5	—	77.5
1883-84	6	121	—	121	8,000	—	8,000	—	—	—	77.5	—	77.5
1884-85	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1885-86	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1886-87	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1887-88	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1888-89	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1889-90	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1890-91	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1891-92	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1892-93	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1893-94	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5
1894-95	6	200	—	200	1,000	—	1,000	—	—	—	77.5	—	77.5

TABLE NO. 40: STATISTICS OF LAW COLLEGES (1949-61)

Year	Number of colleges	Number of pupils			Total direct expenditure Rs.	Percentage of expenditure met from				Average annual cost per pupil Rs.	Output (Degrees and equivalent diplomas)			
		Boys	Girls	Total		Govt. funds	Local boards	Fees	Other sources		Boys	Girls	Total	
1949-50	..	20	10,407	226	10,633	10,21,937	8.0	..	84.3	7.7	153.0	2,988	51	3,039
1950-51	..	19	13,143	291	13,434	11,81,976	7.8	..	84.3	7.9	156.7	3,317	85	3,402
1951-52	..	22	16,283	329	16,612	13,31,273	6.6	..	86.7	6.7	136.2	4,424	114	4,538
1952-53	..	22	17,484	324	17,808	14,32,245	0.9	..	95.5	3.6	135.1	5,444	118	5,562
1953-54	..	21	19,112	405	19,517	14,97,617	1.2	..	93.5	5.3	131.4	6,484	118	6,602
1954-55	..	23	19,266	385	19,651	14,09,027	1.5	..	97.3	1.2	129.4	5,870	126	5,996
1955-56	..	25	19,921	347	20,268	16,95,657	6.7	..	89.9	3.4	151.0	5,505	123	5,628
1956-57	..	29	20,392	425	20,817	17,80,980	5.1	..	90.1	4.8	150.4	5,555	152	5,707
1957-58	..	31	22,084	481	22,565	20,41,205	5.1	..	92.1	2.8	153.4	5,711	155	5,866
1958-59	..	32	23,458	597	24,055	22,49,992	5.0	..	91.4	3.6	158.8	6,311	187	6,498
1959-60	..	34	25,277	648	25,925	25,04,260	4.8	..	88.2	7.0	164.7	6,491	177	6,668
1960-61	..	38	26,336	805	27,141	26,70,701	3.8	..	92.0	4.2	164.6	6,977	185	7,162

TABLE NO. 41: STATISTICS OF MEDICAL COLLEGES (1949-61)

Year	Number of colleges	Number of pupils		Total direct expenditure	Percentage of expenditure met from				Output (Degrees and equivalent diplomas)					
		Boys	Girls		Total	Govt. funds	Local boards funds	Fees	Other sources	Boys	Girls	Total		
Rs.														
1949-50	..	10,819	2,016	12,835	1,29,89,922	69.5	2.0	22.5	6.0	1,498	252	1,750		
1950-51	..	12,620	2,341	14,961	1,49,06,977	71.8	1.7	20.0	6.5	1,381	294	1,675		
1951-52	..	14,087	2,552	16,639	1,63,04,220	70.1	1.4	22.4	6.1	1,724	362	2,086		
1952-53	..	15,513	2,839	18,352	1,80,01,537	71.0	1.5	21.5	6.0	1,846	414	2,260		
1953-54	..	17,695	3,198	20,893	1,12,09,880	70.2	1.9	20.9	7.0	2,832	402	3,234		
1954-55	..	19,887	3,601	23,488	2,33,79,819	70.5	1.8	21.0	6.7	3,236	547	3,783		
1955-56	..	21,085	3,987	25,072	2,71,78,316	70.5	2.3	19.4	7.8	2,915	591	3,506		
1956-57	..	22,712	4,577	27,289	2,83,93,554	69.7	2.4	19.0	8.9	3,196	665	3,861		
1957-58	..	24,993	5,242	30,235	3,32,71,580	71.0	2.4	19.0	7.6	3,154	708	3,862		
1958-59	..	26,950	6,000	32,950	4,40,61,062	72.9	1.9	16.2	9.0	3,381	702	4,083		
1959-60	..	29,484	7,131	36,615	5,04,70,924	76.6	2.5	15.0	5.9	4,043	861	4,904		
1960-61	..	32,164	8,238	40,402	5,90,11,097	75.9	2.6	15.0	6.5	4,287	983	5,270		

TABLE NO. 42: STATISTICS OF COLLEGES OF PHYSICAL EDUCATION (1949-61)

Year	Number of colleges	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from			Average annual cost per pupil Rs.	Output (Degrees and equivalent diplomas)					
		Boys	Girls		Govt. funds	Local boards funds	Fees		Other sources	Boys	Girls	Total		
1949-50	..	5	155	37	192	2,58,196	98.2	..	1.5	0.3	1,344.8	146	37	183
1950-51	..	7	280	53	333	3,08,761	69.4	..	12.6	18.0	515.5	84	15	99
1951-52	..	7	277	55	332	3,79,829	70.8	..	15.1	14.1	615.6	107	25	132
1952-53	..	7	331	43	374	3,22,851	74.1	..	19.3	6.6	547.2	234	42	276
1953-54	..	7	351	45	396	3,42,765	70.6	..	21.3	8.1	560.1	209	33	242
1954-55	..	8	414	57	471	3,70,777	71.2	0.1	22.0	6.7	558.4	325	24	349
1955-56	..	8	442	48	490	4,28,944	66.7	..	20.7	12.6	622.6	304	46	350
1956-57	..	10	412	66	478	4,71,500	77.9	..	16.4	5.7	563.3	309	58	367
1957-58	..	14	535	116	651	6,63,086	72.9	..	16.7	10.4	609.5	249	56	305
1958-59	..	15	607	138	745	7,14,489	75.1	..	16.2	8.7	611.7	402	80	482
1959-60	..	16	655	143	798	8,83,155	74.8	..	15.8	9.4	671.6	323	45	368
1960-61	..	20	745	159	904	14,08,279	81.8	..	11.3	6.9	1,001.6	530	106	636

TABLE NO. 43: STATISTICS OF TEACHERS' TRAINING COLLEGES (1949-61)

Year	Number of colleges	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from			Average annual cost per pupil Rs.	Output (Degrees and equivalent diplomas)					
		Boys	Girls		Govt. funds	Local boards funds	Fees		Other sources	Boys	Girls	Total		
1949-50	..	48	3,141	1,620	4,761	33,55,159	82.9	..	8.9	8.2	887.4	2,456	907	3,363
1950-51	..	53	3,839	1,746	5,585	35,47,471	81.9	..	8.8	9.3	899.5	3,123	1,134	4,257
1951-52	..	55	4,314	2,242	6,556	37,99,934	79.6	..	11.1	9.3	836.8	3,861	1,258	5,119
1952-53	..	58	5,229	2,805	8,034	43,17,852	80.9	..	10.3	8.8	790.8	4,247	1,631	5,878
1953-54	..	61	5,904	2,944	8,848	43,58,452	78.8	..	12.0	9.2	670.1	4,710	1,727	6,437
1954-55	..	77	7,697	3,850	11,547	52,36,656	78.1	..	13.1	8.8	612.4	6,274	2,802	9,076
1955-56	..	107	9,962	4,318	14,280	65,65,918	72.7	..	15.8	11.5	583.0	7,692	2,986	10,678
1956-57	..	133	11,677	5,584	17,261	80,47,598	74.4	..	16.0	9.6	575.7	9,305	3,670	12,975
1957-58	..	203	14,644	7,407	22,051	1,03,39,025	73.6	0.1	16.5	9.8	541.4	9,937	4,057	13,994
1958-59	..	234	16,200	8,222	24,422	1,19,11,870	75.9	..	14.8	9.3	555.9	10,845	4,363	15,208
1959-60	..	401	25,968	13,167	39,135	1,78,81,935	75.9	0.0	12.8	11.3	412.3	10,839	4,919	15,758
1960-61	..	478	31,606	15,202	46,808	2,15,14,328	77.9	..	12.8	9.3	424.1	12,817	5,683	18,500

TABLE NO. 44: STATISTICS OF COLLEGES OF TECHNOLOGY (1949-61)

Year	Number of colleges	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure			Output (Degrees and equivalent diplomas)					
		Boys	Girls		Govt. funds	Local boards funds	Fees	Other sources	Boys	Girls	Total		
1949-50	..	5	1,234	19	1,253	16,35,577	88.7	..	7.1	4.2	314	2	316
1950-51	..	6	1,303	18	1,321	20,17,774	77.1	0.1	11.0	11.8	453	2	455
1951-52	..	4	1,570	11	1,581	39,67,481	91.7	..	4.5	3.8	385	2	387
1952-53	..	4	1,654	14	1,668	6,89,360	29.9	..	5.6	64.5	478	2	480
1953-54	..	7	2,204	25	2,229	10,07,536	54.5	0.0	10.4	35.1	586	3	589
1954-55	..	7	2,635	210	2,845	10,32,475	57.1	0.1	11.6	31.2	543	3	546
1955-56	..	7	2,861	26	2,887	11,88,899	54.6	..	12.0	33.4	857	6	863
1956-57	..	7	2,767	7	2,774	11,17,355	55.6	0.0	11.9	32.5	606	..	606
1957-58	..	7	2,949	9	2,958	11,69,465	59.4	..	11.8	28.8	630	3	633
1958-59	..	9	3,402	33	3,435	16,57,817	62.8	0.0	11.5	25.7	696	2	698
1959-60	..	10	4,015	20	4,035	37,46,277	79.5	0.0	7.0	13.5	936	10	946
1960-61	..	12	4,634	41	4,675	63,42,778	85.7	0.0	6.0	8.3	925	4	929

TABLE NO. 45: STATISTICS OF VETERINARY SCIENCE COLLEGES (1949-61)

Year	Number of colleges	Number of pupils			Total direct expenditure	Percentage of expenditure met from			Output (Degrees and equivalent diplomas)					
		Boys	Girls	Total		Govt. funds	Local boards funds	Fees	Other sources	Boys	Girls	Total		
Rs.														
1949-50	..	10	1,481	5	1,486	28,38,825	96.8	..	1.6	1.6	..	193	..	193
1950-51	..	10	1,340	6	1,346	43,73,492	95.8	..	4.2	..	..	242	..	242
1951-52	..	10	1,438	9	1,447	44,83,899	94.6	..	5.3	5.4	1	237	1	238
1952-53	..	11	1,602	9	1,611	48,00,011	93.6	..	5.7	0.7	..	251	1	252
1953-54	..	9	1,917	10	1,927	23,75,426	88.5	..	10.3	1.2	..	305	2	307
1954-55	..	10	2,519	10	2,529	30,14,186	89.3	..	9.3	1.4	..	305	1	306
1955-56	..	15	3,636	13	3,649	34,02,814	84.1	..	12.1	3.8	..	380	2	382
1956-57	..	14	4,644	15	4,659	39,50,685	81.7	..	12.8	5.5	..	533	3	536
1957-58	..	14	4,860	32	4,892	41,13,198	81.8	..	14.2	4.0	..	581	3	584
1958-59	..	17	5,108	29	5,137	45,40,131	83.0	..	12.8	4.2	..	823	2	825
1959-60	..	17	5,143	36	5,179	60,80,182	85.3	..	10.9	3.8	..	952	6	958
1960-61	..	18	5,498	47	5,545	65,11,486	85.9	..	10.4	3.7	..	914	3	917

TABLE NO. 46: STATISTICS OF COLLEGES FOR SPECIAL EDUCATION (1949-61)

Year	Number of colleges	Number of pupils			Number of teachers			Total direct expenditure Rs.	Percentage of expenditure met from				
		Boys	Girls	Total	Men	Women	Total		Govt. funds	Local boards funds	Fees	Other sources	
1949-50	..	66	4,291	771	5,062	606	24	630	15,17,537	59.0	2.1	32.7	26.2
1950-51	..	92	5,573	1,767	7,340	831	73	904	22,24,192	48.9	1.3	11.9	37.9
1951-52	..	68	5,137	1,628	6,765	868	58	926	22,27,633	54.7	..	11.4	33.9
1952-53	..	79	5,943	1,831	7,774	901	75	976	25,29,199	56.7	0.2	11.9	31.2
1953-54	..	87	6,618	2,024	8,642	924	84	1,008	27,07,896	55.2	0.7	15.2	28.9
1954-55	..	106	7,456	3,134	10,590	1,064	126	1,190	33,96,831	51.1	0.3	13.4	35.2
1955-56	..	112	8,589	3,294	11,883	1,143	156	1,299	36,34,551	50.0	0.5	15.0	34.5
1956-57	..	128	10,097	3,805	13,902	1,426	204	1,630	48,63,447	58.9	0.4	13.3	27.4
1957-58	..	148	12,672	4,151	16,823	1,664	216	1,880	61,55,717	62.2	0.4	12.1	25.3
1958-59	..	168	15,353	5,972	21,325	2,747	318	3,065	70,30,117	57.8	0.3	15.6	26.3
1959-60	..	180	14,857	6,491	21,348	2,001	302	2,303	77,15,026	57.0	0.4	16.5	26.1
1960-61	..	208	14,500	7,355	21,855	2,234	322	2,556	91,25,051	64.9	0.5	15.9	18.7

TABLE NO. 47: STATISTICS OF VOCATIONAL AND TECHNICAL SCHOOLS (1949-61)

Year	Number of schools	Number of pupils			Number of teachers			Total direct expenditure Rs.	Percentage of expenditure met from				
		Boys	Girls	Total	Men	Women	Total		Govt. funds	Local boards funds	Fees	Other sources	
1949-50	..	2,028	1,26,772	35,760	1,62,532	8,313	2,928	11,241	3,43,02,205	77.1	1.9	9.9	11.1
1950-51	..	2,339	1,49,445	41,123	2,90,568	9,467	2,131	11,598	3,69,43,140	75.3	2.4	11.7	10.6
1951-52	..	2,463	1,48,768	43,852	1,92,620	9,908	2,271	12,179	3,96,05,964	75.5	1.4	12.3	10.8
1952-53	..	2,616	1,61,815	53,598	2,15,413	10,684	2,311	12,995	4,00,33,888	73.7	1.1	13.0	12.2
1953-54	..	2,599	1,61,469	55,967	2,17,436	10,460	2,540	13,000	4,04,91,343	71.8	0.7	14.2	15.3
1954-55	..	2,752	1,85,498	61,843	2,47,341	11,859	2,706	14,565	4,60,63,824	72.6	0.9	14.7	11.8
1955-56	..	3,074	2,14,079	66,041	2,80,120	13,631	2,966	16,597	5,45,08,146	73.8	1.1	14.6	10.5
1956-57	..	3,023	2,31,415	61,787	2,93,202	14,442	3,055	17,497	5,80,00,117	74.0	1.1	14.5	10.4
1957-58	..	3,232	2,43,404	63,325	3,06,729	16,027	3,159	19,186	7,21,30,481	75.1	1.0	14.2	9.7
1958-59	..	3,563	2,72,931	70,117	3,42,448	17,849	3,485	21,334	8,21,00,403	76.7	1.1	13.8	8.4
1959-60	..	3,837	3,05,626	78,365	3,83,991	20,020	3,592	23,612	9,28,95,105	77.1	0.7	14.2	8.0
1960-61	..	4,145	3,39,498	85,549	4,25,047	23,204	3,948	27,152	11,40,91,613	79.4	0.6	13.6	6.4

TABLE NO. 48: STATISTICS OF AGRICULTURAL SCHOOLS (1949-61)

Year	Number of schools	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from				Average annual cost per pupil Rs.	
		Boys	Girls		Govt. funds	Local boards funds	Fees	Other sources		
1949-50	..	1,867	15	1,882	10,89,462	93.8	0.1	1.0	5.1	578.9
1950-51	..	1,845	9	1,854	13,15,115	94.4	1.6	0.4	2.6	709.3
1951-52	..	2,055	24	2,079	14,07,442	94.0	0.7	0.4	4.9	709.4
1952-53	..	2,032	22	2,054	16,89,000	70.9	..	0.4	28.7	853.9
1953-54	..	2,254	30	2,284	15,28,663	59.9	..	0.8	39.3	693.3
1954-55	..	3,059	29	3,088	18,27,641	72.2	..	0.9	26.9	609.2
1955-56	..	5,216	14	5,230	25,97,050	81.2	..	0.6	18.2	506.3
1956-57	..	6,212	32	6,244	31,57,651	83.6	..	0.9	15.5	516.3
1957-58	..	8,154	30	8,184	33,87,351	82.3	..	1.4	16.3	413.9
1958-59	..	7,358	53	7,411	36,22,912	84.0	0.0	1.0	15.0	488.9
1959-60	..	7,564	75	7,639	37,92,851	90.4	..	1.4	8.2	496.5
1960-61	..	7,662	74	7,736	46,54,099	87.9	..	1.5	10.6	601.6

TABLE NO. 49: STATISTICS OF ARTS AND CRAFTS SCHOOLS (1949-61)

Year	Number of schools	Number of pupils		Total direct expenditure	Percentage of expenditure met from					
		Boys	Girls		Govt. funds	Local boards funds	Fees	Other sources		
1949-50	..	137	3,534	6,353	9,887	8,90,006	53.0	6.2	22.4	18.4
1950-51	..	299	6,059	8,747	14,806	14,86,208	45.3	4.6	20.7	29.4
1951-52	..	352	5,594	11,013	16,607	12,81,104	41.1	5.3	18.5	35.1
1952-53	..	382	7,429	11,581	19,010	15,02,668	44.8	5.2	15.5	34.5
1953-54	..	404	4,966	12,611	17,577	19,54,382	49.8	0.4	16.6	26.7
1954-55	..	382	4,693	13,651	18,344	17,35,284	40.1	0.9	20.9	29.0
1955-56	..	391	4,780	14,995	19,775	17,95,264	40.6	0.8	21.1	37.5
1956-57	..	304	2,733	12,012	14,745	17,23,297	45.7	0.6	24.8	28.9
1957-58	..	312	2,271	10,574	12,845	15,41,580	45.3	1.1	26.7	26.9
1958-59	..	374	3,685	12,011	15,696	17,82,764	47.3	1.5	22.9	28.3
1959-60	..				Included under Technical and Industrial Schools					
1960-61	..				—Do—					

—Do—

TABLE NO. 50: STATISTICS OF COMMERCE SCHOOLS (1949-61)

Year	Number of schools	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from			Average annual cost per pupil Rs.			
		Boys	Girls		Govt. funds	Local boards funds	Fees		Other sources		
										Total	
1949-50	..	412	25,697	1,985	27,682	10,50,147	8.6	..	75.2	16.2	38.0
1950-51	..	549	34,206	3,280	37,486	14,59,188	6.8	..	84.9	8.3	38.3
1951-52	..	583	40,415	4,282	44,697	19,15,565	4.9	..	87.8	7.3	43.0
1952-53	..	691	47,855	6,557	54,412	22,24,478	5.3	..	85.6	9.1	41.0
1953-54	..	765	54,760	7,623	62,383	24,80,559	5.7	..	84.1	10.2	39.9
1954-55	..	830	64,764	8,653	73,417	28,55,484	4.5	..	87.5	8.0	39.4
1955-56	..	898	69,241	10,326	79,567	32,11,673	4.6	..	87.5	7.9	40.5
1956-57	..	829	71,442	9,149	80,591	31,74,377	4.9	..	86.3	8.8	39.7
1957-58	..	877	73,997	11,172	85,169	32,69,150	4.2	..	90.0	5.8	38.6
1958-59	..	966	85,266	13,488	98,754	37,86,731	5.5	..	86.8	7.7	38.6
1959-60	..	1,095	97,880	17,177	1,15,057	42,75,677	5.2	..	87.2	7.6	37.3
1960-61	..	1,189	95,790	17,034	1,12,824	45,11,580	4.9	..	89.1	6.0	40.1

TABLE NO. 51: STATISTICS OF ENGINEERING SCHOOLS (1949-61)

Year	Number of schools	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from								
		Boys	Girls		Total	Govt. funds	Local boards funds	Fees	Other sources				
1949-50	19	3,864	6	3,870	20,83,657	80.0	1.0	13.7	5.3
1950-51	31	6,670	1	6,671	29,45,512	71.0	0.7	21.3	7.0
1951-52	27	8,094	3	8,097	22,65,339	73.4	0.9	23.3	2.4
1952-53	28	9,133	3	9,136	23,46,414	70.9	0.4	24.2	4.5
1953-54	37	16,642	5	16,647	34,67,081	65.0	0.4	26.6	2.4
1954-55	42	20,376	12	20,388	47,21,396	71.4	0.3	23.8	4.5
1955-56	61	27,492	20	27,512	70,62,188	72.5	0.2	23.1	4.2
1956-57	68	29,370	32	29,402	79,31,335	72.9	0.2	22.2	4.7
1957-58	100	39,719	84	39,803	1,17,34,237	70.6	0.1	24.5	4.8
1958-59	118	47,118	98	47,216	1,42,27,623	72.0	0.5	24.0	3.5
1959-60	124	57,684	334	58,018	1,78,76,899	72.3	0.0	22.6	5.1
1960-61	283*	85,864	438	86,302	4,03,85,444	77.4	0.0	18.6	4.0

*Includes Polytechnic (Tech.) Schools also.

TABLE NO. 52: STATISTICS OF FORESTRY SCHOOLS
(1949-61)

Year	Number of schools	Number of pupils			Total direct expenditure	Percentage of expenditure met from			
		Boys	Girls	Total		Govt. funds	Local boards funds	Fees	Other sources
Rs.									
1949-50	2	53	..	53	21,724	100.0	..	..	..
1950-51	1	27	..	27	39,868	100.0	..	..	..
1951-52	1	27	..	27	32,950	100.0	..	..	..
1952-53	3	71	..	71	99,288	100.0	..	..	..
1953-54	5	95	..	95	1,01,278	100.0	..	..	..
1954-55	3	80	..	80	1,04,905	92.9	..	7.1	..
1955-56	3	116	..	116	1,16,156	87.3	..	12.7	..
1956-57	4	134	..	134	1,26,796	100.0	..	..	..
1957-58	5	201	..	201	1,52,637	100.0	..	..	..
1958-59	5	237	..	237	1,22,046	100.0	..	..	..
1959-60	4	154	..	154	48,494	93.9	..	..	6.1
1960-61	4	170	..	170	94,882	100.0	..	..	..

TABLE NO. 53: STATISTICS OF TECHNICAL AND INDUSTRIAL SCHOOLS
(1949-61)

Year	Number of schools	Number of pupils		Total direct expenditure Rs.	Percentage of expenditure met from					
		Boys	Girls		Govt. funds	Local boards funds	Fees	Other sources		
1949-50	..	486	6,549	7,777	34,326	1,09,43,919	70.3	4.0	8.9	16.8
1950-51	..	420	26,267	5,745	32,012	1,18,19,582	76.3	3.4	8.8	11.5
1951-52	..	427	25,635	5,596	31,231	1,16,20,678	74.2	1.8	9.0	15.0
1952-53	..	450	27,294	10,179	37,473	1,22,44,014	74.9	1.5	9.3	14.3
1953-54	..	447	22,971	9,855	32,826	1,10,30,641	74.0	1.7	9.9	14.4
1954-55	..	496	29,332	11,965	41,297	1,42,53,404	77.2	1.7	8.6	12.5
1955-56	..	609	34,462	11,868	46,330	1,62,35,959	77.4	1.6	9.2	11.8
1956-57	..	644	42,073	11,807	53,880	1,69,97,814	77.2	1.6	10.5	10.7
1957-58	..	752	47,438	13,206	60,644	2,38,73,349	77.8	1.4	9.3	11.5
1958-59	..	833	50,859	13,846	64,705	2,52,87,534	78.8	1.7	8.9	9.9
1959-60†	..	1,261	96,191	27,426	83,617	3,17,29,845	77.5	1.3	10.1	11.1
1960-61†	..	1,198	46,584	29,110	75,694	2,27,97,372	79.9	1.7	10.5	10.1

† Includes Arts and Crafts Schools also.

TABLE NO. 54: STATISTICS OF TEACHERS' TRAINING SCHOOLS (1949-61)

Year	..	..	Number of schools	Number of pupils		Total direct expenditure	Percentage of expenditure met from				Average annual cost per pupil	
				Boys	Girls		Govt. funds	Local boards funds	Fees	Other sources		
						Rs.					Rs.	
1949-50	720	50,066	16,980	67,046	1,60,63,672	88.7	0.3	4.4	6.6	240.3
1950-51	782	52,069	17,994	70,063	1,52,29,430	84.5	1.7	4.7	9.1	219.4
1951-52	802	46,817	19,701	66,518	1,66,81,788	85.3	0.9	5.1	8.7	255.7
1952-53	811	50,647	22,134	72,781	1,63,60,577	85.7	0.4	5.2	8.7	230.3
1953-54	808	53,603	23,030	76,633	1,68,37,721	84.2	0.4	5.9	9.5	229.3
1954-55	860	56,288	24,759	81,046	1,71,48,748	83.3	0.3	6.8	9.6	223.6
1955-56	930	65,033	25,881	90,914	1,97,57,007	84.7	0.5	6.2	8.6	236.7
1956-57	916	68,488	24,891	93,379	2,01,82,281	84.5	0.4	5.8	9.3	242.5
1957-58	901	60,422	23,770	84,192	2,26,59,925	86.5	0.3	4.9	8.3	293.0
1958-59	974	64,708	24,806	89,514	2,54,28,767	87.9	0.3	4.4	7.4	282.6
1959-60	1,034	73,478	26,513	99,991	2,77,25,644	89.1	0.3	5.4	5.2	311.7
1960-61	1,138	91,130	31,552	1,22,682	3,48,11,129	90.4	0.3	5.3	4.0	311.4

TABLE NO. 55: STATISTICS OF SCHOOLS FOR PHYSICAL EDUCATION
(1949-61)

Year	Number of institutions	Number of pupils			Total direct expenditure Rs.	Percentage of expenditure met from				Average annual cost per pupil Rs.	
		Boys	Girls	Total		Govt. funds	Local boards funds	Fees	Other sources		
1949-50	..	174	12,704	1,292	13,996	4,25,142	30.3	6.0	8.1	55.6	30.4
1950-51	..	182	18,965	3,895	22,860	3,70,859	33.7	3.6	12.0	50.7	16.4
1951-52	..	188	15,641	1,587	17,228	4,09,621	35.0	2.7	12.5	49.8	24.2
1952-53	..	170	13,089	1,339	14,428	3,94,405	17.5	4.1	20.6	57.8	27.9
1953-54	..	17	2,123	329	2,452	2,09,464	46.7	1.9	18.9	32.5	96.6
1954-55	..	14	1,638	324	1,962	2,62,335	47.7	0.6	30.8	20.9	155.9
1955-56	..	17	1,871	372	2,243	2,62,568	42.6	2.9	33.9	20.6	136.0
1956-57	..	36	3,210	295	3,505	3,88,590	36.4	2.3	33.6	27.7	125.3
1957-58	..	39	2,736	364	3,100	3,67,101	25.9	2.0	38.2	33.9	140.6
1958-59	..	38	3,204	435	3,639	3,58,300	35.0	2.1	34.7	28.2	113.3
1959-60	..	38	2,837	512	3,349	5,03,554	45.4	3.9	37.9	12.8	182.3
1960-61	..	41	2,929	515	3,444	5,72,230	29.8	3.9	43.0	23.3	199.9

TABLE NO. 56: STATISTICS OF SCHOOLS FOR THE HANDICAPPED (1949-61)

Year	Number of schools for the physically handicapped			For the mentally handicapped	Total	Number of pupils in schools for the physically handicapped			For the mentally handicapped	Total	Total expenditure Rs.	No. of teachers
	Blind	Deaf-mute	Crippled			Blind	Deaf-mute	Crippled				
1949-50	36	30	6	1	73	1,333	1,354	336	40	3,063	8,99,114	475
1950-51	40	32	9	2	83	1,437	1,605	504	69	3,615	14,07,331	463
1951-52	42	32	8	2	84	1,588	1,741	437	129	3,895	15,34,047	504
1952-53	43	33	7	2	85	1,690	1,852	374	135	4,051	17,01,488	526
1953-54	43	32	7	3	85	1,785	1,973	394	169	4,320	18,28,263	587
1954-55	47	35	8	3	93	2,042	2,121	491	214	4,868	22,55,178	603
1955-56	49	34	8	3	94	2,245	2,290	552	227	5,314	23,96,418	675
1956-57	53	34	8	3	98	2,578	2,236	536	253	5,603	29,40,019	726
1957-58	64	41	10	3	118	2,942	2,610	477	278	6,307	34,19,398	857
1958-59	68	45	11	4	128	3,220	2,885	632	310	7,047	37,34,559	950
1959-60	71	44	11	5	131	3,604	3,026	683	380	7,692	30,16,037	1,015
1960-61	79	46	14	5	144	3,865	3,358	761	410	8,394	44,82,277	1,086

TABLE NO. 57: STATISTICS OF SOCIAL EDUCATION (1949-61)

Year	Number of schools/ classes/ centres	Number of adults on rolls		Number of adults made literate		Number of teachers	Total expenditure on social education Rs.	Percentage of the expenditure on social education to the total expenditure on education	Percentage of expenditure met from		
		Men	Women	Men	Women				Govt. funds	Local boards	Other sources
1949-50	..	47,464	9,84,588	1,66,478	5,45,211	1,12,268	85,65,887	0.8	94.2		2.4
1950-51	..	48,556	10,55,983	2,00,028	5,24,803	75,772	84,67,868	0.7	94.9	2.5	2.6
1951-52	..	43,463	9,02,660	1,58,620	4,20,149	68,986	71,82,663	0.6	92.0	4.3	3.7
1952-53	..	44,595	9,40,581	1,48,203	4,42,700	65,266	73,77,554	0.5	92.1	4.6	3.3
1953-54	..	39,965	8,56,219	92,628	4,62,972	39,468	62,05,883	0.4	90.0	4.9	5.1
1954-55	..	43,223	9,95,763	1,15,642	4,23,423	45,678	77,46,994	0.5	93.9	3.9	2.2
1955-56	..	46,091	11,42,926	1,35,901	4,91,234	53,987	96,86,562	0.7	92.2	3.0	4.8
1956-57	..	44,058	10,59,792	1,45,193	4,94,906	60,503	85,44,572	0.4	90.6	3.8	5.6
1957-58	..	45,961	10,58,912	1,47,718	4,64,030	55,187	90,51,535	0.4	90.6	3.7	5.7
1958-59	..	47,988	10,80,131	1,77,590	5,52,564	68,772	93,86,950	0.4	88.7	3.6	7.7
1959-60	..	51,736	11,61,386	2,08,440	6,27,473	1,09,533	1,13,06,194	0.4	85.6	5.1	9.3
1960-61	..	62,815	11,93,629	3,01,077	6,26,601	1,74,326	1,07,91,394	0.3	88.2	3.9	7.9

TABLE NO. 58: STATISTICS OF PRE-PRIMARY EDUCATION
(1949-61)

Year	No. of pre- primary schools	Number of pupils*			Total direct expendi- ture Rs.	Number of teachers		
		Boys	Girls	Total		Men	Women	Total
1949-50 ..	275	13,459	12,306	25,765	10,95,574	167	538	705
1950-51 ..	303	15,002	13,307	28,309	11,98,319	170	696	866
1951-52 ..	330	15,302	13,344	28,646	14,88,306	216	836	1,052
1952-53 ..	396	22,180	16,106	38,286	16,20,207	222	997	1,219
1953-54 ..	426	22,919	19,832	42,751	16,89,300	282	1,065	1,347
1954-55 ..	513	35,460	24,834	60,294	19,88,512	226	1,310	1,536
1955-56 ..	630	44,864	30,631	75,495	24,99,241	289	1,591	1,880
1956-57 ..	769	57,772	41,541	99,313	28,86,710	346	1,785	2,131
1957-58 ..	928	61,898	49,493	1,11,391	32,99,544	374	2,078	2,452
1958-59 ..	1,190	75,093	62,605	1,37,698	45,10,081	404	2,594	2,998
1959-60 ..	1,349	80,520	70,493	1,51,013	51,15,187	390	3,096	3,486
1960-61 ..	1,909	96,520	82,122	1,78,642	58,73,417	407	3,599	4,006

*Includes enrolment in classes attached to primary and secondary schools.

TABLE NO. 59: EDUCATION OF THE SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD COMMUNITIES (1949-61)

Year	Number of institutions specially meant for scheduled castes etc.	Number of pupils			Number of students getting scholarships and stipends			Total expenditure on scholarships, stipends and other financial concessions	Total expenditure on institutions specially meant for pupils belonging to scheduled castes etc.
		Boys	Girls	Total	Boys	Girls	Total		
1949-50	..	13,936	..	44,95,102*	..	..	4,77,118*	67,68,905	1,53,86,752
1950-51	..	16,266	45,51,197	11,29,051	56,80,248	5,41,260	92,329	6,33,389	1,32,79,127
1951-52	..	16,724	52,44,693	13,95,350	66,40,043	6,36,666	1,25,585	7,62,251	1,73,31,452
1952-53	..	16,248	55,00,705	15,27,806	70,28,511	5,88,519	1,50,825	7,39,344	2,22,82,220
1953-54	..	13,006	61,64,050	16,31,381	77,95,431	7,59,066	1,46,857	9,05,923	2,83,80,389
1954-55	..	13,731	71,09,803	19,92,119	91,01,922	9,03,797	2,98,362	11,42,159	3,75,82,580
1955-56	..	15,682	79,94,471	22,39,970	1,02,34,441	9,74,920	2,19,363	11,94,283	4,10,02,551
1956-57	..	16,567	82,77,643	23,27,516	1,06,05,159	9,04,999	1,82,719	10,87,718	4,26,06,930
1957-58	..	15,369	89,70,716	26,99,419	1,16,70,135	10,60,002	2,71,615	13,31,617	4,92,11,986
1958-59	..	13,819	1,02,05,454	32,11,800	1,34,17,254	11,57,402	3,26,969	14,84,371	5,81,33,967
1959-60	..	8,401	1,16,07,018	37,61,098	1,33,68,116	11,09,607	3,35,653	14,45,260	6,77,03,636
1960-61	..	8,013	1,17,34,975	40,18,613	1,57,53,580	9,48,545	2,71,058	12,19,603	7,78,18,494

*Break-up between boys and girls is not available.

TABLE NO. 60: EDUCATIONAL DIRECTION AND INSPECTION
(1949-61)

Year	Number of posts				Total		Total expenditure on direction and inspection Rs.	Percentage of total expenditure on direction and inspection to total educational expenditure
	Class I		Class II					
	Men	Women	Men	Women	Men	Women		
1949-50	540	36	2,806	425	3,346	461	2,57,96,114	2.5
1950-51	824	50	3,391	476	4,215	526	2,73,64,460	2.4
1951-52	606	39	3,288	477	3,894	516	3,08,17,511	2.5
1952-53	610	47	3,633	475	4,243	522	3,14,03,801	2.3
1953-54	630	50	4,048	557	4,678	607	3,32,82,175	2.3
1954-55	649	55	4,422	720	5,071	775	3,54,13,507	2.1
1955-56	776	66	5,295	824	6,071	890	4,00,05,705	2.1
1956-57	772	72	5,291	804	6,063	876	4,12,16,084	2.0
1957-58	863	65	7,129	1,003	7,992	1,068	4,77,31,146	2.0
1958-59	1,031	65	7,846	1,122	8,877	1,187	5,68,48,886	2.1
1959-60	1,121	83	8,904	1,461	10,025	1,544	6,44,08,382	2.1
1960-61	1,205	82	10,005	1,632	11,210	1,714	7,01,22,599	2.0

ANNEXURE VIII

EDUCATIONAL STATISTICS OF STATES WHICH HAVE CEASED TO EXIST FOLLOWING REORGANIZATION

EDUCATIONAL STATISTICS OF AJMER

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For girls	Total	For girls
Universities .. ..	..	..	..	..
Boards of Education ..	1	..	1	..
Arts and Science Colleges ..	5	2	10	3
Colleges for Professional Education	1	..	..	..
Colleges for Special Education ..	..	..	1	1
Secondary Schools	66	14	74	15
Primary Schools	348	81	619	77
Pre-primary Schools ..	..	..	..	..
Schools for Vocational Education ..	4	1	2	..
Schools for Special Education ..	6	..	1,080	160
TOTAL	431	98	1,787	256

II Number of Students

Name	1946-47		1947-48	
	Total	Girls	Total	Girls
<i>Collegiate Education—</i>				
Bachelor	8	..	10	1
B.A./M.Sc.	65	5	106	21
B.A. and B.Sc. (Pass and Honours)	257	10	300	110
Intermediate Arts and Science	667	90	1,352	290
Agriculture and Forestry .. ..	..	..	87	..
Commerce	36	2	437	..
Engineering and Technology .. ..	..	..	..	..
Law .. ..	..	..	117	..
Medicine and Veterinary .. ..	..	..	..	..
Teachers' Training:				
Basic	62	7	..	..
Normal .. ..			..	..
Others (Professional .. ..)	..	..	..	..
Special Education (Un- certified Students) .. ..	..	..	34	13
<i>Other Education—</i>				
Secondary Stage	40,340	11,700	16,208	3,029
Primary Stage			4,100	1,100
Pre-primary Stage			296	72
Vocational Education	502	49	219	30
Special Education	20	..	13,400	1,000
TOTAL	48,116	11,959	87,401	20,908

III. Synthesis of Polyacetal Resins

Sample	1950		1951	
	Yield, %	Yield, %	Yield, %	Yield, %
Commercial Polyacetal	90.0	90.0	90.0	90.0
Commercial Polyacetal	90.0	90.0	90.0	90.0
Commercial Polyacetal	90.0	90.0	90.0	90.0
Total	90.0	90.0	90.0	90.0
Unreacted	10.0	10.0	10.0	10.0
Waste	10.0	10.0	10.0	10.0
Total	100.0	100.0	100.0	100.0

IV. Synthesis of Resins

	Yield, %	Yield, %	Yield, %	Yield, %
Commercial Resin	90.0	90.0	90.0	90.0
Commercial Resin	90.0	90.0	90.0	90.0
Total	100.0	100.0	100.0	100.0

V. Experimental Data

M.A. and M.S.	90	90	90
M.A. and M.S. (Pentamer)	90	90	90
Pentamer (Pentamer)	90	90	90
M.A. and M.S. (Pentamer)	90	90	90

EDUCATIONAL STATISTICS OF BHOPAL

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For girls	Total	For girls
Universities .. ..	..	..	..	..
Boards of Education .. ..	..	..	..	..
Arts and Science Colleges ..	1	..	2	..
Colleges for Professional Education .. ..	..	..	3	..
Colleges for Special Education ..	2	..	1	..
Secondary Schools	20	3	108	15
Primary Schools	209	26	1,367	39
Pre-primary Schools .. ..	..	..	..	..
Schools for Vocational Education ..	2	..	15	4
Schools for Special Education ..	15	2	48	5
TOTAL	249	31	1,544	69

II—Number of Students

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
<i>Collegiate Education:</i>				
Research .. ..	..	..	..	..
M.A./M.Sc. .. ..	..	..	139	18
B.A. and B.Sc. (Pass and Hons) ..	79	22	278	32
Intermediate Arts and Science ..	218	36	478	76
Agriculture and Forestry .. ..	..	..	61	..
Commerce .. ..	..	..	129	..
Engg. and Technology .. ..	..	..	..	..
Law .. ..	..	..	88	5
Medicine and Veterinary .. ..	..	..	50	10
<i>Teachers' Education:</i>				
Basic .. ..	..	..	64	15
Non-basic .. ..	..	..	..	..
Others (Professional) .. ..	..	..	..	..
Special Education (<i>University Standard</i>)	136	..	2	1
<i>School Education:</i>				
Secondary Stage	3,032	456	6,379	876
Primary Stage	10,745	1,537	53,996	7,808
Pre-primary Stage	74	15	20	15
Vocational Education	162	..	954	124
<i>Special Education:</i>	1,186	396	1,218	239
TOTAL	15,632	2,462	63,856	9,219

III—Expenditure on Educational Institutions

Source	1965-56		1965-56	
	Total Rs.	Girls Rs.	Total Rs.	Girls Rs.
Government Funds	9,900	8,000	9,800	8,000
District Board Funds	..	..	..	..
Municipal Board Funds	..	..	..	..
Fees	28,390	..	1,23,041	31,136
Endowments	17,926	1,801	11,000	1,250
Others	29,163	383	57,607	53,290
TOTAL	1,12,344	92,184	1,88,448	83,676

IV—Number of Teachers

	Total	Women	Total	Women
Secondary Schools ..	331	54	1,521	197
Primary and Pre-primary Schools	410	17	2,025	107
TOTAL ..	641	90	3,546	304

V—Examination Results

M.A. and M.Sc. .. ..	..	..	16	..
B.A. and B.Sc. (Pass and Hons.)	15	5	44	8
Professional (Degree) ..	18	..	75	12
Matriculation and Equivalent Examinations	111	19	281	45

EDUCATIONAL STATISTICS OF BOMBAY

I—Number of Institutions

Item	1955-56		1958-59	
	Total	For girls	Total	For girls
Universities	6	1	8	1
Boards of Education	2	..	2	..
Research Institutions	16	..	22	..
Colleges for General Education— Degree Standard	71	8	84	11
Intermediate Standard			8	1
Colleges for Professional and Technical Education—				
Agriculture and Forestry	4	..	5	..
Commerce	12	..	16	..
Engineering and Technology	9	..	10	..
Law	9	..	12	..
Medicine	18	..	20	..
Teachers' Training— Basic	4	..	5	..
Non-basic	13	1	63	1
Veterinary Science	N.A.	N.A.	2	..
Others	4	..	2	..
Colleges for Special Education	7	1	13	1
Schools for General Education—				
Higher Secondary Schools .. ..	..	..	..	..
High Schools	1,466	206	2,549	282
Middle Schools— Basic	2,841	253	5,074	434
Non-basic	1,023	77	9,290	791

I—Number of Institutions—Contd.

Items	1955-56		1958-59	
	Total	For girls	Total	For girls
Primary Schools—				
Basic	7,403	10	1,007	..
Non-basic	10,403	1,004	8,104	1,007
Pre-primary Schools ..	340	110	603	..
Schools for Vocational and Technical Education—				
Agriculture and Forestry ..	17	..	44	..
Art and Crafts	177	132	168	141
Commerce	132	4	190	..
Engineering	6	..	4	..
Medicine	52	47	83	70
Teachers' Training—				
Basic	114	38	130	38
Non-basic	53	30	57	17
Technology and Industrial ..	116	4	237	18
Others	7	..	29	1
Schools for Special Education—				
For the Handicapped	21,906	2,003	30	4
Social Adult Education			19,218	1,007
Others			175	21
TOTAL	69,350	5,264	72,950	6,142

II—Number of Students

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
A. By Type of Institutions ..				
Universities	1,708	273	2,071	300
Research Institutions	250	61	447	93

II—Number of Students—Contd.

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
Arts and Science Colleges ..	66,151	13,613	91,178	21,207
Professional and Technical Colleges	31,011	2,317	41,051	3,884
Special Education Colleges ..	909	384	2,210	699
Higher Secondary Schools ..	..	..	..	..
High Schools	6,36,689	1,53,946	9,38,910	2,37,661
Middle Schools—				
Basic	8,91,908	2,55,688	14,36,283	4,40,911
Non-basic	1,93,320	39,937	19,20,969	7,44,878
Primary Schools—				
Basic	2,48,098	75,714	2,38,317	66,550
Non-basic	34,96,679	11,70,432	21,61,332	7,39,939
Pre-primary Schools ..	26,279	11,345	46,402	20,903
Schools for Vocational and Technical Education ..	58,215	20,241	80,392	22,836
Schools for Special Education	4,66,612	66,459	3,85,473	63,760
B. By Stages/Subjects				
General Education (University Standard)—				
Research	511	96	715	125
M.A. and M.Sc. ..	3,540	770	5,183	1,101
B.A. and B.Sc. (Pass and Hons.)	18,730	3,992	25,010	6,758
Intermediate (Arts and Science)	44,008	8,907	61,162	13,395
Professional Education (University Standard)—				
Agriculture and Forestry ..	1,082	5	1,690	7
Commerce	9,611	296	14,183	397
Engineering and Technology	3,761	19	5,835	45
Law	4,617	144	6,093	279
Medicine	5,370	953	6,535	1,379

II—Number of Students—Contd.

Item	1955-56		1956-57	
	Total	Girls	Total	Girls
Teachers' Training—				
Basic	115	19	157	24
Non-basic	1,683	656	4,116	1,906
Veterinary Science	N.A.	N.A.	326	1
Other Subjects	534	18	417	61
Special Education (University Standard)	505	264	1,394	390
General Education (School Standard)—				
High and Higher Secondary	4,00,176	84,292	4,00,062	1,33,409
Middle	9,03,546	2,13,762	11,96,714	3,17,667
Primary	41,62,988	11,97,599	48,81,770	17,71,243
Pre-primary .. .	26,421	11,409	64,667	27,073
Vocational Education (School Standard,				
Agriculture and Forestry ..	1,031	..	3,608	3
Arts and Crafts	10,871	9,661	8,600	7,383
Commerce	17,629	2,511	24,212	4,071
Engineering	5,799	2	7,842	5
Medicine	2,195	1,809	5,903	4,026
Teachers' Training—				
Basic	15,127	4,615	16,308	4,439
Non-basic	2,359	1,379	2,472	1,728
Technology and Industrial	6,755	353	12,192	773
Other Subjects	738	86	3,007	213
Special Education (School Standard)—				
For the Handicapped .. ..	..	..	1,865	391
Social (Adult) Education ..	4,68,125	66,793	3,71,243	59,019
Other Subjects .. .. .	..	..	13,154	4,600
TOTAL	61,17,837	18,10,410	73,45,635	23,63,722

III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
A. By Sources				
Government Funds :				
Central	2,12,63,337	6,95,637	2,86,80,100	1,00,011
State	20,71,52,410	1,90,52,155	27,04,08,949	2,00,000
District Board Funds ..	77,53,889	3,54,876	1,09,13,838	6,00,000
Municipal Board Funds ..	2,42,14,577	60,26,096	3,04,97,504	7,00,000
Fees	7,72,05,179	96,46,165	11,17,82,348	1,50,000
Other Sources	3,07,93,799	42,53,809	4,09,05,800	1,00,000
B. By Type of Institutions				
Direct Expenditure on—				
Universities	97,19,911	3,36,266	1,50,38,455	1,00,011
Boards	26,87,806	..	37,61,707	..
Research Institutions ..	22,68,584	..	24,41,053	..
Arts and Science Colleges	1,89,65,391	6,91,274	2,66,63,772	13,36,041
Colleges for Professional and Technical Education	1,63,94,352	51,364	2,12,90,085	71,170
Colleges for Special Education	7,90,244	1,25,898	15,75,275	1,52,195
High and Higher Second- ary Schools	6,95,00,628	1,15,67,516	10,08,27,236	1,45,28,911
Middle Schools				
Basic	2,51,74,628	24,26,027	4,49,51,141	55,00,449
Non-basic	99,86,437	9,75,183	6,33,01,855	1,03,77,044
Primary Schools—				
Basic	67,24,008	10,99,396	86,90,929	4,79,646
Non-basic	10,59,70,474	1,44,39,015	7,21,82,630	82,31,281
Pre-primary Schools ..	12,70,371	3,03,285	22,62,587	..
Vocational and Tech- nical Schools	1,23,09,213	29,18,467	1,91,66,093	33,95,124
Special Education Schools	29,16,907	4,76,747	42,04,031	6,68,338
TOTAL (DIRECT)	28,46,78,954	3,54,10,438	38,63,56,849	4,51,22,334
Indirect Expenditure—				
Direction and Inspection	56,91,972	42,296	71,23,734	1,40,599
Buildings	2,53,12,480	17,35,717	3,20,60,845	25,71,098
Scholarships	88,17,550	14,05,588	2,39,09,309	27,44,188
Hostels	40,53,642	7,60,995	58,38,097	11,44,679
Other Miscellaneous Items	3,98,28,593	6,73,706	3,78,99,213	9,91,261
TOTAL (INDIRECT)	8,37,04,237	46,18,302	10,68,31,198	75,91,825
GRAND TOTAL	36,83,83,191	4,00,28,740	49,31,88,047	5,27,14,159

IV—Number of Teachers

Institution	1956-57		1957-58	
	Total	Women	Total	Women
Universities and Colleges	N.A.	N.A.	1,000	100
High and Higher Secondary Schools	100	100	20,323	7,940
Middle Schools	40,000	1,000	40,000	1,000
Primary Schools	1,00,000	11,000	1,00,000	11,000
Pre-primary Schools	900	100	1,000	1,000
Vocational and Technical Schools	N.A.	N.A.	100	100
Special Schools	N.A.	N.A.	1,061	225

V—Examination Results

Students Passing—

M.A. and M.Sc.	N.A.	N.A.	1,967	631
B.A. and B.Sc. (Pass and Honors)	N.A.	N.A.	1,000	100
Professional Degree	N.A.	N.A.	1,000	100
Matriculation and Equivalent Examinations			10,000	10,000

VI—Number of Institutions in Rural Areas

	Total	For girls	Total	For girls
Universities and Colleges ..	7	10	12	10
High and Higher Secondary Schools ..	222	100	220	100
Middle Schools	2,915	119	11,797	514
Pre-primary Schools ..	35,674	779	31,096	594
Vocational and Special Schools ..	11,900	1,116	15,177	2,022
TOTAL	53,691	2,014	58,852	3,045

STATE OF TEXAS

COMMISSIONERS OF EDUCATION

Name	1911-12		1912-13	
	Total	State	Total	State
Amount received from State	\$ 20,000	\$ 1,000	\$ 20,000	\$ 1,000
Amount received from Local	10,000	5,000	10,000	5,000
Amount received from Federal	5,000	2,500	5,000	2,500
Total	\$ 35,000	\$ 8,500	\$ 35,000	\$ 8,500

Number of Pupils in School

Name	1911-12	1912-13	1911-12	1912-13
State	10,000	10,000	10,000	10,000
Local	5,000	5,000	5,000	5,000
Federal	5,000	5,000	5,000	5,000

State School Average and Percentage

Name	1911-12	1912-13
State	100.0	100.0
Local	100.0	100.0
Federal	100.0	100.0
State	100.0	100.0
Local	100.0	100.0
Federal	100.0	100.0
State	100.0	100.0
Local	100.0	100.0
Federal	100.0	100.0

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III—Expenditure on Educational Institutions

Source	1949-50		1955-56	
	Total Rs.	Girls Rs.	Total Rs.	Girls Rs.
Government Funds	10,20,012	9,410	2,55,344	1,727
District Board Funds	70,058	..	..	..
Municipal Board Funds	29,857	3,600	23,547	1,400
Fees	1,84,909	17,308	1,59,366	9,910
Endowments .. .. .	..	..	1,034	..
Others	61,441	36,928	2,11,310	43,171
TOTAL	13,66,277	67,276	29,53,101	1,14,169

IV—Number of Teachers

Item	Total	Women	Total	Women
Secondary Schools	418	86	714	176
Primary and Pre-primary Schools	254	44	362	57
TOTAL	672	130	1,076	233

V—Examination Results

M.A. and M.Sc. .. .. .	..	..	..	..
B.A. and B.Sc. (Pass and Hons) .. .. .	..	..	7	..
Professional (Degree) .. .. .	..	..	..	..
Matriculation and Equivalent Examinations	135	45	208	52

EDUCATIONAL STATISTICS OF HINDUSTAN

I.—Number of Institutions

Item	1943-44		1945-46	
	Total	For girls	Total	For girls
Universities	1	..	1	..
Boards of Education	11	1	11	1
Arts and Science Colleges	3	..	12	..
Colleges for Professional Education	3	..	12	..
Colleges for Special Education	3	..	4	..
Secondary Schools	3,221	1,000	3,000	900
Primary Schools	4,221	1,000	3,000	900
Pre-primary Schools	12	9	41	2
Schools for Vocational Education	431	26	1,100	60
Schools for Special Education	431	26	1,100	60
TOTAL	9,044	1,137	13,278	971

II.—Number of Students

	Total	Girls	Total	Girls
Collegiate Education—				
Research	13	4	75	15
M.A./M.Sc.	205	30	363	111
B.A. and B.Sc. Pass and Honors	1,475	170	2,600	671
Intermediate Arts and Science	1,871	131	2,000	1,000
Agriculture and Forestry	125	..	47	..
Commerce	27	..	1,345	3
Engineering and Technology	25	..	40	..
Law	254	1	1,001	12
Medicine and Veterinary	464	73	1,107	212
Teachers' Training:				
Basic	79	22	208	62
Non-basic				
Special Education (University Standard)	54	..	9	..
School Education—				
Secondary Stage	81,792	9,770	2,11,193	28,467
Primary Stage	5,38,486	1,10,179	9,03,822	2,14,267
Pre-primary Stage	78	28	2,702	1,000
Vocational Education	1,184	226	4,305	700
Special Education	20,733	2,091	61,987	2,944
TOTAL	5,49,815	1,23,479	12,08,172	2,49,488

III—Expenditure on Educational Institutions

Sources		Total Rs.	Institutions for girls Rs.	Total Rs.	Institutions for girls Rs.
Government Funds	..	3,09,88,553	54,66,417	4,97,92,911	60,41,912
District Board Funds	..	5,37,204	840	1,89,397	406
Municipal Board Funds	..	1,522	..	2,858	..
Fees .. ..	..	14,98,118	4,41,602	50,13,547	8,77,703
Endowments	..	1,47,601	25,980	7,58,244	1,75,601
Others .. ..	..	42,32,017	7,44,091	81,88,266	10,73,002
TOTAL	..	4,37,22,075	66,78,930	6,39,45,223	81,71,624

IV—Number of Teachers

		Total	Women	Total	Women
Secondary Schools	..	6,186	1,381	9,382	2,255
Primary and Pre-primary Schools		16,179	2,725	30,548	3,461
TOTAL	..	22,365	4,106	39,930	5,716

V—Examination Results

M.A. and M.Sc.	..	73	14	173	55
B.A. and B.Sc. (Pass and Hons.)		626	66	1,313	216
Professional (Degree)	..	407	29	1,170	132
Matriculation and Equivalent Examinations	..	4,486	455	11,826	1,302

EDUCATIONAL STATISTICS OF KUTCH

I—Number of Institutions

	1949-50		1951-52	
	Total	For girls	Total	For girls
Universities .. ..	..	..	..	..
Boards of Education .. ..	..	..	..	..
Arts and Science Colleges .. ..	..	..	1	..
Colleges for Professional Education .. ..	..	..	..	..
Colleges for Special Education .. ..	..	..	..	..
Secondary Schools	17	1	27	2
Primary Schools	259	37	415	91
Pre-primary Schools	1	..	9	..
Schools for Vocational Education	2	..	3	..
Schools for Special Education	36	..	85	12
TOTAL	309	38	540	65

II—Number of Students

	Total	Girls	Total	Girls
<i>Collegiate Education—</i>				
Research .. ..	..	..	..	..
M.A./M.Sc. .. ..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) .. ..	..	..	56	8
Intermediate Arts and Science .. ..	..	..	160	18
Agriculture and Forestry .. ..	..	..	..	..
Commerce .. ..	..	..	..	..
Engg. and Technology .. ..	..	..	..	..
Law .. ..	..	..	..	..
Medicine and Veterinary .. ..	..	..	..	..
Teachers' Training:				
Basic .. ..	..	..	..	..
Non-basic .. ..	..	..	..	..
Others (Professional) .. ..	..	..	..	..
Special Education (University Standard) .. ..	..	..	..	..
<i>School Education—</i>				
Secondary Stage	4,921	694	8,740	1,855
Primary Stage	15,735	3,036	33,736	9,672
Pre-primary Stage	17	6	545	267
Vocational Education	44	17	149	10
Special Education	637	..	1,253	222
TOTAL	21,354	3,753	44,699	12,052

III—*Expenditure on Educational Institutions*

Source	1949-50		1955-56	
	Total Rs.	For girls Rs.	Total Rs.	For girls Rs.
Government Funds ..	5,05,259	76,749	16,21,285	1,88,208
District Board Funds ..	..	..	..	..
Municipal Board Funds ..	..	..	..	..
Fees	67,778	951	1,83,722	9,855
Endowments ..	..	..	47,828	12,855
Other Sources ..	2,89,815	10,029	2,89,965	36,105
TOTAL ..	8,62,852	87,729	21,42,800	2,47,023

IV—*Number of Teachers*

Item	Total	Women	Total	Women
Secondary Schools	117	4	238	36
Primary and Pre-primary Schools	552	83	913	199
TOTAL	669	87	1,151	235

V—*Examination Results*

M.A. and M.Sc. .. ..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	..	..	4	1
Professional (Degree) ..	..	..	..	..
Matriculation and Equivalent Examinations	34	15	256	39

EDUCATIONAL STATISTICS OF MADHYA BHARAT

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For girls	Total	For girls
Universities .. ..	..	..	..	..
Boards of Education .. ..	..	..	1	..
Arts and Science Colleges ..	12	1	30	4
Colleges for Professional Education	4	..	8	..
Colleges for Special Education ..	3	..	6	..
Secondary Schools	353	64	442	84
Primary Schools	1,001	302	7,382	845
Pre-primary Schools	22	5	34	12
Schools for Vocational Education	4	1	70	9
Schools for Special Education ..	260	..	656	..
TOTAL	4,662	373	9,069	933

II—Number of Students

	Total	Girls	Total	Girls
<i>Collegiate Education—</i>				
Research .. ..	..	..	..	..
M.A./M.Sc.	300	29	492	54
B.A. and B.Sc. (Pass and Hons.) ..	1,949	185	1,760	138
Intermediate Arts and Science ..	2,673	205	4,086	849
Agriculture and Forestry .. ..	..	..	199	..
Commerce	336	..	2,054	22
Engg. and Technology .. ..	..	..	248	..
Law	360	1	565	10
Medicine and Veterinary	304	27	894	112
Teachers' Training:				
Basic	107	3	63	9
Non-basic				
Others (Professional) .. ..	..	..	..	..
Special Education (University Standard)	808	164	465	121
<i>School Education—</i>				
Secondary Stage	1,00,656	18,020	82,376	10,978
Primary Stage	1,74,689	20,705	4,59,834	89,699
Pre-primary Stage	870	484	2,783	1,271
Vocational Education	188	64	2,828	449
Special Education	5,695	5	16,094	1,518
TOTAL	2,89,135	39,892	5,74,741	1,05,430

III—*Expenditure on Educational Institutions*

Source	1949-50		1955-56	
	Total	Girls	Total	Girls
	Rs.	Rs.	Rs.	Rs.
Government Funds				
Central ..	1,21,81,500	16,31,135	2,74,66,433	33,77,010
State ..				
District Board Funds ..	..	..	465	465
Municipal Board Funds ..	..	..	64,448	41,758
Fees .. ..	..	..	30,17,575	2,82,037
Endowments ..	..	..	5,69,183	13,730
Others ..	..	..	9,36,361	87,638
TOTAL	1,21,81,500	16,31,135	3,20,54,465	38,02,638

IV—*Number of Teachers*

Secondary Schools ..	4,315	662	7,310	1,271
Primary and Pre-primary Schools	6,129	599	14,454	1,856
TOTAL	10,444	1,261	21,764	3,127

V—*Examination Results*

M.A. and M.Sc. ..	42	1	158	12
B.A. and B.Sc. (Pass and Hons.)	324	36	492	89
Professional (degree) ..	261	3	510	20
Matriculation and Equivalent Examinations	1,346	84	5,513	924

EDUCATIONAL STATISTICS OF SAURASHTRA

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For girls	Total	For girls
Universities .. ..	..	..	..	..
Boards of Education .. ..	..	..	..	..
Arts and Science Colleges ..	3	..	5	1
Colleges for Professional Education	1	..	6	..
Colleges for Special Education ..	..	..	..	..
Secondary Schools	132	17	144	20
Primary Schools	2,328	223	4,086	223
Pre-primary Schools	16	..	34	..
Schools for Vocational Education	13	1	20	3
Schools for Special Education ..	112	4	1,398	120
TOTAL	2,605	245	5,693	367

II—Number of Students

	Total	Girls	Total	Girls
<i>Collegiate Education—</i>				
Research	3	..	..	..
M.A./M.Sc.	60	13	191	26
B.A. and B.Sc. (Pass and Hons.)	378	34	811	98
Intermediate Arts and Science	991	109	2,031	277
Agriculture and Forestry ..	..	..	..	..
Commerce	103	..	559	8
Engineering and Technology	..	..	266	..
Law .. ..	..	..	238	6
Medicine and Veterinary ..	..	..	20	2
Teachers' Training:			9	2
Basic .. ..	..	..	46	5
Non-basic .. ..	..	..	..	..
Others (Professional) .. ..	..	..	..	..
Special Education (University Standard) .. ..	..	..	..	..
<i>School Education—</i>				
Secondary Stage	72,870	11,778	1,02,251	22,797
Primary Stage	1,71,505	45,672	3,08,295	84,106
Pre-primary Stage	3,832	1,414	3,290	1,019
Vocational Education	1,152	210	2,576	532
Special Education	3,238	157	33,062	4,085
TOTAL	2,54,132	59,387	4,53,645	1,12,963

III *Expenditure on Educational Institutions*

Source	1949-50		1955-56	
	Total Rs.	For girls Rs.	Total Rs.	For girls Rs.
Government Funds	93,92,478	14,18,182	2,25,30,399	27,34,988
District Board Funds				
Municipal Board Funds	.. ..	..	5,015	..
Fees	7,45,027	22,864	17,97,210	2,34,963
Endowments	44,398	6,540	4,82,483	29,847
Other Sources	5,68,111	72,573	15,87,222	2,06,410
Total	1,07,68,014	15,19,956	2,65,53,494	29,69,708

IV—*Number of Teachers*

Item	Total	Women	Total	Women
Secondary Schools	1,877	177	2,332	322
Primary and Pre-primary Schools	6,580	1,317	12,383	2,900
TOTAL	8,457	1,494	14,715	3,222

V—*Examination Results*

M.A. and M.Sc.	16	2	24	1
B.A. and B.Sc. (Pass and Hons.)	246	25	287	43
Professional (Degree) .. ..	..	..	131	8
Matriculation and Equivalent Examinations	1,855	116	4,558	808

EDUCATIONAL STATISTICS OF PUNJAB, 1999-2000

I. Number of Institutions

Item	1999-2000		1998-99	
	Total	For girls	Total	For girls
Universities .. .. .	..	..	..	..
Boards of Education .. .. .	..	..	..	..
Arts and Science Colleges	1	..	6	..
Colleges for Professional Education .. .. .	..	..	..	..
Colleges for Special Education .. .. .	..	..	..	..
Senior Secondary Schools	129	..	..	..
Junior Secondary Schools	111	..	..	..
Intermediate Schools .. .. .	..	..	..	..
Schools for Vocational Education .. .. .	..	..	..	..
Schools for Special Education .. .. .	..	..	..	..
TOTAL	1,625	89	6,649	181

II—Number of Students

	Total	Girls	Total	Girls
Collegiate Education—				
Research .. .. .	..	..	..	..
M.A./M.Sc. .. .. .	..	..	..	..
B.A. and B.Sc. (Pass and Hon.) .. .. .	..	..	..	..
Intermediate Arts and Science .. .. .	..	..	..	..
Agriculture and Forestry .. .. .	..	..	..	..
Commerce .. .. .	..	..	..	..
Engg. and Technology .. .. .	..	..	..	..
Law .. .. .	..	..	..	..
Medicine and Veterinary .. .. .	..	..	..	..
Teachers' Training .. .. .	..	..	..	..
Basic .. .. .	..	..	..	..
Non-basic .. .. .	..	..	..	..
Others (Professional, Special Education, (University Standard) .. .. .	..	..	..	..
School Education—				
Secondary Stage	8,500	2,500	2,500	..
Primary Stage	8,500	2,500	2,500	..
Pre-primary Stage .. .. .	..	..	..	..
Vocational Education	147	..	..	..
Special Education	615	..	..	..
TOTAL	93,565	6,050	2,50,000	25,500

III—Expenditure on Educational Institutions

Source	1949-50		1955-56	
	Total	Girls	Total	Girls
	Rs.	Rs.	Rs.	Rs.
Government Funds	32,08,182	2,18,346	1,28,02,371	9,96,839
District Board Funds .. ..	..	..	..	..
Municipal Board Funds .. ..	..	..	..	..
Fees	4,846	38	1,62,196	1,568
Endowments	660	..	61,591	815
Others	3,628	109	25,842	42
TOTAL	32,17,216	2,18,493	1,30,52,000	9,99,264

IV—Number of Teachers

	Total	Women	Total	Women
Secondary Schools	1,455	117	3,442	309
Primary and Pre-primary Schools	2,185	112	5,970	334
TOTAL	3,604	229	9,412	643

V—Examination Results

M.A. and M.Sc. .. ..	..	..	19	3
B.A. and B.Sc. (Pass and Hons.)	..	..	61	2
Professional (Degree) .. ..	..	..	43	6
Matriculation and Equivalent Examinations	297	9	722	30

Glossary

For the convenience of the reader some of the important terms particularly those of Sanskrit or local origin are explained below.

Abbreviations

- (1) A. C. C.=Auxiliary Cadet Corps.
- (2) A. I. C. T. E.=All-India Council for Technical Education.
- (3) N.A. (In a Statistical Table) =Not available.
- (4) N. C. C.=National Cadet Corps.
- (5) U. G. C.=University Grants Commission.

Akhara: A ring or arena for wrestling and other gymnastic activities (Hindi).

Amber Charkha: A multiple spindle hand-operated spinning wheel.

Antarim Zilla Parishad: A statutory local body at the district level in Uttar Pradesh.

Balwadi: An institution for care and education of infants and young children.

Bhajan Mandal: A group of singers of religious songs.

Bhudan: The movement for redistributing the ownership of land initiated by Vinoba Bhave.

Bhushan: A Hindi examination of the intermediate standard.

Bigha: A unit of area (varies in size from one part of India to another but is always less than an acre).

Block (or Community Development Block): A unit of 100 villages under the programmes of community development. The programmes generally relate to the improvement of agriculture, animal husbandry, health and sanitation, education, improvement of roads, etc.

Brahmanic Profession: Professions worthy of the Brahmins—mainly teaching and priest-craft.

Buddha's Parinirvana: The attainment of nirvana (complete cessation of the cycle of births and rebirths) by Buddha.

Direct Expenditure: Includes expenditure on salaries, allowances, recurring contingencies and maintenance of equipment and buildings.

Expenditure: In calculating the expenditure from government, district board or municipal board funds all payments or contributions from fees and other sources, which are credited to such funds, are deducted.

Gram Panchayat: A statutory local body set up at the village level. Its constitution, powers and functions are analogous to those of a municipality in an urban area. The administration of justice to a limited extent is also one of its functions.

Gram Sabha: General body comprising every adult in the village.

Gram Sevak: An extension officer functioning in the national extension service at the circle level. He is normally in charge of about ten contiguous villages.

Gurukula: A residential institution (literally the house of a *guru*).

Gurumukhi: Punjabi as written in the script employed in the Holy Book of the Sikhs (the script is derived from Devanagari).

Guru Training: Training by headmasters of selected middle schools of the *gurus* (teachers) of the neighbouring primary schools in the subjects of the upper primary examination and elementary knowledge of methods of teaching.

Higher Secondary School: Covers secondary school and generally consists of 10 classes—I to X—covering the age group 6-16 or 5 classes only—VI to X covering the age group 11-16.

Higher Secondary School: Covers the age range 6-17 (classes I to

XI) or 11-17 (classes VI to XI) as the case may be.

Indirect Expenditure: Represents the amount incurred on direction, inspection, buildings, furniture, scholarships, hostels and other miscellaneous items. Its nature is such that it cannot be apportioned among different types of institutions.

Intermediate College: College imparting instruction at the intermediate stage—the stage following the high school stage and preceding the first degree course. Its duration is two years and the stage broadly covers the age range 16-18. As a result of the re-organization of secondary and university education initiated in 1954, it has been decided to abolish the intermediate stage, to add one year to the secondary stage making it an eleven-year course instead of a ten-year one as at present and add another to the first degree making it a three-year course.

Janapad Sabha: Local authority for each *tehsil* in the old Madhya Pradesh State. *Janapad Sabhas* now exist in the Vidarbha area of Maharashtra and Mahakoshal area of the present Madhya Pradesh State.

Janata College: An institution of adult education seeking to prepare leaders for the rural areas.

Jyotisha: Astronomy (Sanskrit).

Kabadi: An Indian game in which two teams play against each other. The game depends exclusively on physical strength, agility, skill and it does not require any apparatus.

Karamakanda: Priest-craft as a subject of study.

Kathak: A professional narrator of religious stories.

Kavya: Poetry (strictly a poetical composition with a coherent plot by a single author).

Kirtaniya: A professional singer of devotional songs.

Kovid: A Hindi examination of the intermediate standard.

Local Board: The term as used in expenditure statements in the Year Book includes district, municipal and cantonment boards, as well as, town area committees and *Janapad Sabhas*.

Lower Primary: Refers to the first two years of the primary stage (6-8).

Madhyama: A Sanskrit examination of the intermediate standard.

Madrasah: A college or institution of higher learning (Arabic).

Mahila Mandal: A women's organization for the promotion of education and culture among women.

Maktab: An elementary school (Arabic).

Middle English: The term refers to schools for the education of

children in the age range 6-14. A middle English school has eight classes. The curriculum in the top three classes includes the study of English as a compulsory subject.

Middle Vernacular: Refers to elementary schools for the age range 6-13 with no provision for the teaching of English.

Mistry: A mechanic (Hindustani).

Mofussil: Rural localities as opposed to chief station.

Mukhya Sevika: A woman extension officer at the block level in charge of the programmes relating to women and children.

Multipurpose School: A high or higher secondary school with provision for a variety of courses from which students can choose according to their psychological and vocational needs.

Natya: Dramatic art (Sanskrit).

Nirdeshak: A director (Sanskrit).

Niwar Weaving: Weaving of *niwar* —material of cotton used for weaving cots.

Panchayat Samiti: Local authority set up at the block level as part of the programme of democratic decentralization. A *Panchayat Samiti* is in charge of all developmental work, including primary education, at the block level.

Parichay: A Hindi examination of the matriculation standard.

Pathashala: A school (Sanskrit).

Phulkari: A handicraft based on embroidery.

Prabhakar: A Hindi examination of the first degree level.

Prajna: An examination for proficiency in Sanskrit (lower than *Visharad*).

Prathama: A Sanskrit examination equivalent in standard to the matriculation.

Pravesh: A Hindi examination of elementary standard.

Primary: The primary stage refers to the first four or five years of schooling and generally covers the age range 6-11.

Purana: Name of a class of sacred works supposed to have been compiled by the poet Vyasa. The chief Puranas are 18 in number.

Ratna: A Hindi examination of the matriculation standard.

Recognized Institutions: Are those in which the course of study followed is that prescribed or recognized by the Government or by a university or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency.

Rishi: A patriarchal sage (Sanskrit). According to orthodox Hindu ideas, *Rishis* are the inspired personages to whom were revealed the *Vedic* hymns.

Safai: Cleanliness (Hindustani).

Sahitya: Literature (Sanskrit).

Sahitya Rachanalaya: A literary workshop for the training of writers and authors.

Sangharama: A Buddhist monastery (*Vihara*).

Sankhya: One of the six chief systems of Indian philosophy. The system is the work of a great sage, Kapila by name.

Seva Mandal: A squad of social workers.

Siromani: A Sanskrit examination at two levels—preliminary (equivalent in standard to a degree) and final (equivalent in standard to a post-graduate course).

Shastri: An examination of the Honours standard in Sanskrit.

Shramdan: Voluntary labour (Sanskrit).

Smriti: The whole body of sacred tradition or what is remembered by human teachers (in contradistinction to *sruti* or what is directly heard or revealed to *Rishis*). Generally refers to the whole body of codes of law as handed down memoriter or by tradition, etc.

Taluk: A *tehsil* sub-division.

Tehsil: A sub-division of the district.

Tehsildar: Revenue officer in charge of a *tehsil*.

Tol: Ancient elementary Sanskrit school.

Upanishad: A class of philosophical writings (more than a hundred in number), their aim being the exposition of the secret meaning of the *Vedas*.

Upper Primary: The last two or three years of the primary stage.

Uthama: A Sanskrit examination—equivalent in standard to a post-graduate course.

Vaidya: A medical practitioner (Sanskrit).

Vastradan: Voluntary gift of clothes for the under-clothed.

Veda: Name of four celebrated works (the Rig-Veda, the Yajur-Veda, the Sama-Veda and the Atharva-Veda) which constitute the basis of the first period of the Hindu religion.

Vidwat: A Sanskrit examination at two levels—*Madhyama* (equivalent in standard to a degree course) and *Uthama* (equivalent in standard to a post-graduate course).

Vihara: A monastery or temple (originally a hall where the monks met or walked about; afterwards these halls were used as temples).

Vijnan Mandir: An institution for the development of science in the community—literally a temple of science.

Visharad: A higher proficiency examination in Sanskrit (lower than *Shastri* but higher than *Prajna*) or a Hindi examination of the intermediate standard.

Vyakarana: Grammar (Sanskrit).

Vyayamashala: Gymnasium (Sanskrit).

Yuvak Mandal Dals: Youth squads for social work in the rural areas.

Yuvak Samaroh: Youth Festival.

Zila Parishad: Local authority constituted at the district level as part of the programme of democratic decentralization mainly to coordinate and supervise the work of the *Panchayat Samitis*.

INFORMATION CONCERNING THE NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

1. **ESTABLISHMENT.** The National Council of Educational Research and Training was set up in September 1961 as an autonomous organization, under the Government of India, Ministry of Education.

2. **OBJECTIVES.** The objectives of the Council are to promote, organize and foster research in all branches of education; to organize advanced level training, to disseminate knowledge of improved educational techniques and practices in the school system; and to act as a clearing house, and with this object undertake special studies, surveys and investigations.

3. **MEMBERS OF THE COUNCIL.** The Council consists of the Union Minister for Education (ex-officio) President, Educational Adviser to the Government of India (ex-officio) Vice-President, Vice-Chancellor of the Delhi University (ex-officio), Chairman of the University Grants Commission (ex-officio), one representative of each state government who is the Education Minister of the State or his nominee, members of the Governing Body and 11 other persons nominated by the Government of India.

4. **OFFICERS AND AUTHORITIES OF THE COUNCIL.** The officers of the Council are the President, Vice-President, Director, Joint Director and Secretary and such others as are designated by the Governing Body. The Director of the Council is also the Director of the National Institute of Education set up by the Council.

The authorities of the Council are the Governing Body and the Board of Educational Studies and other authorities constituted by the Governing Body.

5. **THE GOVERNING BODY.** The affairs of the Council are administered, directed and controlled by the Governing Body consisting of President of the Council; Vice-President; three persons appointed by the Ministry of Education; Secretary to the Government of India, Ministry of Finance or his representative; two nominated members of the Board of Educational Studies; Vice-Chancellor of the Delhi University; Joint Director of the Council and the Secretary. The Secretary of the Council is also the Secretary of the Governing Body.

6. **BOARD OF EDUCATIONAL STUDIES.** The Board of Educational Studies is the principal advisory body of the Council. It considers all proposals relating to research, training and extension projects referred to the Board for advice. It recommends to the Governing Body the lines on which educational research, training and extension may be conducted and guided. It also initiates, guides and supervises research and training projects, and examines and coordinates schemes relating to them.

7. **STANDING SUB-COMMITTEES.** The Board of Educational Studies functions through three Standing sub-Committees one of which deals with the research schemes submitted to the Council by other organizations and bodies, the second planning and coordinating educational studies and research within the National Institute of Education, and the third for Extension and Field Services and Regional Colleges of Education.

8. **ACTIVITIES AND PROGRAMMES.** During the three years since it was set up, the Council has initiated several significant programmes in research, training and extension. Major research projects have been initiated in areas like reading, evaluation, maintenance of standards, child study, educational administration, etc.

9. NATIONAL INSTITUTE OF EDUCATION. The Council has established the National Institute of Education to carry out its objectives and to serve as a principal institutional agency for developing research, advanced training and extension services. There are several Departments and Units in the National Institute of Education such as the Departments of Psychological Foundations of Education; Educational Administration; Curriculum, Methods and Textbooks; Science Education; Basic and Elementary Education; Fundamental Education; Audio-Visual Education; Department of Instruction; Division of Extension and Field Services; and Publication Unit.

10. YEAR BOOKS. The First Indian Year Book of Education was published by the Council in 1961 and was devoted to a review of education in India from 1947-61. A revised edition of the First Year Book has since been printed in two parts—Part I sets forth a review of education in the whole country and Part II deals with the development of education in the states. The Second Year Book brought out in 1964 was devoted to an examination of the problems of elementary education in India. The Third and Fourth Year Books that are under preparation are concerned with educational research and secondary education respectively.

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GLOSSARY

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